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ABSTRACT

Alaskan school counselors deal with diverse systems and conditions in order to deliver counseling services through the Alaska School Counseling Program. Wherever Alaskan counselors serve, the need for a comprehensive and sequential school counseling program remains the same. An effective school counseling program must enhance and support the Alaska Quality Schools Initiative. This document contains information the Alaskan counselor will need in order to establish programmatic strategies in order to help students meet or exceed the Alaska Performance and Content Standards. The Comprehensive Counseling Program for Alaska Public Schools is built on the belief that a school counseling program must: reach all students; be program-driven rather counselor-driven; provide accountability; supply a curriculum that addresses student needs; and eliminate non-counseling tasks assigned to the counselor. The Comprehensive Counseling Program for Alaska Public Schools was written in 1989. This document is the third revision of the original. It builds upon the experiences and successes of the Alaskan counselors who developed school counseling programs from the original document. A special effort has been made to address the unique problems that itinerant counselors experience in their attempts to establish comprehensive school counseling programs. Many suggestions for itinerants have been incorporated into each section and are marked accordingly. Three appendixes contain academic development activities, career development activities, and personal/social development activities. (GCP)

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The Comprehensive Counseling Program for Alaska Public Schools. A Guide for Program Development K-12th Grade

Alaska Department of Education & Early Development

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The COMPREHENSIVE COUNSELING PROGRAM for ALASKA PUBLIC SCHOOLS

A Guide for Program Development K-12th Grade

Alaska Department of Education & Early Development
Division of Teaching and Learning Support
801 West Tenth, Suite 200
Juneau, Alaska 99801

This revised guide was developed by a group of counselors who work in both itinerant and single school settings in rural and urban communities. The original guide was developed by a statewide task force of school counselors and administrators of education. The Alaska State Board of Education endorsed this document as the State Guide for Alaska School Counseling Programs at their regular meeting, May 2, 1989. ***This publication is not copyrighted; any or all sections may be duplicated.***

rev. June 2001

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Department of Education & Early Development

Office of the Commissioner

TONY KNOWLES, GOVERNOR

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September 28, 2001

Dear Educators:

It is my pleasure to present you with this newly updated guide, *The Comprehensive Counseling for Alaska Public Schools: A Guide for Program Development K-12th Grade*. This publication gives school leaders, counselors and policy makers ideas for designing a school counselor program in rural, urban and remote settings, and even gives tips for itinerant counselors in the bush. This guide shows how to promote effective and efficient use of resources and ways to document accountability. Each section of the guide contains practical samples of school counseling activities.

This is the fourth revision of the guide, first published in 1989. I hope you will continue to use it to build even more comprehensive school-counseling programs that follow students from kindergarten through high school graduation and onward to careers and postsecondary training.

I applaud the counselors and teachers involved in developing and updating this guide, and many more who are involved in shaping and staffing our school counseling programs. They contribute greatly to the quality of our schools, and to the education experience of our students.

Sincerely,

Shirley J. Holloway

Shirley J. Holloway, Ph.D.
Commissioner

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INTRODUCTION

Alaskan school counselors deal with diverse systems and conditions in order to deliver counseling services through the Alaska School Counseling Program. This delivery may take place in a large urban counseling center or in the corner of a library in a rural village. Itinerant counselors may fly or snowmachine to Bush communities in all kinds of inclement weather. Simultaneously, urban counselors deal with many issues common to inner city schools in the Lower 48. Wherever Alaskan counselors serve, the need for a comprehensive and sequential school counseling program remains the same. An effective school counseling program must enhance and support the Alaska Quality Schools Initiative. This document contains information the Alaskan counselor will need in order to establish programmatic strategies in order to help students meet or exceed the Alaska Performance and Content Standards.

The Comprehensive Counseling Program for Alaska Public Schools is built on the belief that a school counseling program must:

- reach ALL students
- be program-driven rather counselor-driven
- provide accountability
- supply a curriculum that addresses student needs
- eliminate non-counseling tasks assigned to the counselor

The Comprehensive Counseling Program for Alaska Public Schools was written in 1989. This document is the third revision of the original. It builds upon the experiences and successes of the Alaskan counselors who developed school counseling programs from the original document. A special effort has been made to address the unique problems that itinerant counselors experience in their attempts to establish comprehensive school counseling programs. Many suggestions for itinerants have been incorporated into each section and are marked accordingly.

The **Philosophy Statement of the Alaska School Counseling Program** best states the current direction of the program:

> *Counseling in the school setting has evolved through the recognition that individuals living in a dynamic and complex society benefit most from a broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by their ability to secure gainful employment and to have skills to accept the responsibilities for citizenship. Individual acquisition of knowledge and skills has been*

> *and will continue to be a major goal in public education. In addition, parallel efforts to assist students grow socially and emotionally, as well as intellectually and physically, are essential. The counseling processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is proactive rather than remedial in nature. It complements the core introduction offerings and involves a cooperative effort among counselors, administrators and classroom teachers.*

The primary purpose of the Alaska School Counseling Program is to help districts deal directly with the above issues as they develop, implement and evaluate comprehensive and systematic programs. Such programs must become so well established that, even when there is turnover of counseling staff, the program itself will be ongoing.

As our country struggles with the global impact of economic development, it is important to note the significance of promoting skills and knowledge that will assist our young people in the workplace. The social dynamics that face our students are ultimately tied to their future economic well-being. The National Task Force on Education for Economic Growth summed it up with this statement:

> *If the first purpose of our schools is to create good citizens, the second purpose is to create productive people, capable of living in peace and able to enjoy the fruits of their labors.*

There is a general belief that our public schools are at a critical point and some priorities must change. Comprehensive programs in school counseling are vital if excellence in education is to be achieved.

Benefits of the Alaska School Counseling Program

Comprehensive developmental school counseling programs positively match students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, postsecondary institutions, student services, personnel, business and industry, and the community. The benefits to each of these groups include the following:

Benefits for Students

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.

7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, cooperative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

Benefits for Parents

1. Prepares children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a system for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and effective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits for Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs.

Benefits for Boards and Departments of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Supports appropriate credentialing and staffing.
3. Provides a basis for determining funding allocations for school counseling programs.
4. Furnishes program information to the community.
5. Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Eliminates non-counseling functions.
3. Provides direct service to all students.
4. Provides a tool for program management and accountability.

5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.

Benefits for Counselor Educators

1. Enhances collaboration between counselor education programs and public schools.
2. Provides exemplary supervision sites for school counseling internships.
3. Increases opportunities for collaborative research on school counseling program effectiveness.

Benefits for Postsecondary Institutions

1. Enhances articulation and transition of students to postsecondary institutions.
2. Prepares students for advanced educational opportunities.
3. Motivates students to seek a wide range of substantial postsecondary options.

Benefits for Student Services Personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for Business and Industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

(The preceding statement is adapted from the National Standards for School Counseling Programs, Chari A. Campbell, Ph.D., Carol A. Dahir, Ed.D., The American School Counselor Association, 1997.)

Four Components of a Comprehensive School Counseling Program

Responsive Service Addresses the immediate concerns of students, parents, staff, and community.	**Individual Planning** Assists students in monitoring and understanding their development.	**System Support** Supports program and staff activities and services.	**Curriculum** Provides guidance content in a systematic way to all students.
Purpose Prevention, Intervention	**Purpose** Student Planning and Goal Setting	**Purpose** Program Delivery and Support	**Purpose** Awareness, skill development, and application of skills needed in everyday life
Areas Addressed Academic School-related concerns Tardiness Conflict Absences and truancy Bullying Misbehavior School avoidance Drop-out prevention Relationship concerns Physical/sexual/emotional abuse Grief/Loss/Death Substance abuse Family issues Sexuality issues Coping with stress Suicide issues	**Areas Addressed** Academic Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Utilization of test scores Career Knowledge of career opportunities Knowledge of vocational training Need for positive work habits Personal/Social Development of healthy self-concepts Development of adaptive and adjustive social behavior	**Areas Addressed** QSI Support School Counselor Program development Parent education Teacher/Administrator consultation Educator inservice Professional development Research and publishing Community outreach Public relations Program management Assessment Evaluation	**Areas Addressed** Academic development Career development Personal/Social development
Counselor Role Counseling Consultation Coordination Referral	**Counselor Role** Guidance Consultation Assessment	**Counselor Role** Program Management Consultation Presentor	**Counselor Role** Guidance Consultation Program Implementation and Facilitation

The C.S.C.P. is an integral part of the total educational process to insure that students meet or exceed the Alaska Content and Performance Standards.

IMPLEMENTATION

School counselors are responsible for a wide variety of activities and services. The Alaska School Counseling Program separates these responsibilities into four components:

- **Curriculum**
- **Responsive Services**
- **Individual Planning**
- **System Support**

This chapter is designed to assist counselors in implementing the Alaska School Counseling Program in two phases. Ten steps are outlined and then explained in depth, so new or experienced counselors can implement this program at their sites.

TEN IMPLEMENTATION STEPS:

1. **Write Program Goals:** Set goals to be achieved during the school year using the four counseling program components. Align goals and curriculum to the Alaska State Standards (academic, employability, and cultural).

2. **Meet with Administration:** Meet with principal and/or other district administrators to explain your program.

3. **Master Calendar:** Create a yearly calendar to plan when various components will be accomplished.

4. **Guidance Curriculum:** Use needs assessment and advisory council to determine appropriate curriculum in the academic, career/employability, and personal/social areas to present to all students.

5. **Time and Task:** Create a system for tracking and evaluating how counselors spend time in each of the four component areas: curriculum, responsive services, individual planning, and system support.

6. **Evaluate Program:** Develop a system of evaluating the counseling program according to the four components.

Itinerant Tip #1

Administer a new assessment to every teacher, principal and advisory member at every village site.

Meet with every teacher to organize and maintain tubs of material that will be covered over the academic year which tie into the ASCP standards.

Establish a regular audio conference.

Keep a communication and email log of counseling issues that come up between visits to sites.

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7. **Advisory Council:** Select and meet with a group of individuals to discuss the counseling program.

8. **Needs Assessment:** Survey various groups (students, staff, parents) to determine their needs.

9. **Staff Inservice:** Inservice staff so that they have an understanding of the Alaska School Counseling Program and the part they play in it.

10. **Inventory Resources:** List all resources available in the counseling program.

PHASE 1 – THE FIRST YEAR

It is unreasonable to expect counselors to implement all ten steps in their first year's counseling programs. Therefore, it is recommended that they focus on the following six steps:

1. **Program Goals:** Set goals aligned to the Alaska State Standards. (Review Skills for a Healthy Life, Employability and Cultural Standards.) Include goals specific to each of the four areas:
   - Curriculum
   - Responsive Services
   - Individual Planning
   - System Support

2. **Meet with Administration:** Administrative support is integral to the success of a counseling program.

   Three suggestions for gaining support include:
   - Meet with your principal outside of the school site so you will have an uninterrupted meeting. Your agenda could include an explanation of the Alaska School Counseling Program including its four components. Explain your program goals, master calendar, time and task plans, and some evaluation ideas.
   - Schedule formal weekly meetings with a counselor-prepared agenda to keep the principal informed and a part of the counseling program.
   - Give a similar presentation to the school board or central administration to effectively garner a broader-based support for your counseling program.

3. **Master Calendar:** Create a master calendar to guide your daily activities so that over the year you have accomplished your program goals.

   Gandt Chart:
   A Gandt chart lists specific activities by component areas and month. See chart on the following page. Use the Gandt chart to schedule your monthly calendar. You may want to place the chart prominently in your office as a year-at-a-glance planner.

4. **Guidance Curriculum:** Use the Alaska Standards, needs assessment data and advisory council input to determine what curriculum you will present to all students. (See the guidance curriculum chapter for specific information about materials in the following areas: academic, career/employability and personal/ social development.)

GANDT CHART

	Individual Student Planning	Responsive Services	System Support	Guidanc Curriculu
AUG				
SEP				
OCT				
NOV				
DEC				
JAN				
FEB				
MAR				
APR				
MAY				

5. **Time and Task:** A time and task log's purpose is to evaluate how your time is being used as it relates to the four component areas: curriculum, responsive services, individual planning, and system support.

6. **Evaluate Program:** The evaluation of the counseling program can be done by the counselor and/or the administrator. It should be evaluated according to the Alaska School Counseling Program. An evaluation tool, "Program Self-Study," is on the following page.

The process could also be used to provide a personnel evaluation by the administration. A sample personnel evaluation tool is also included.

Note:

On the following pages there is a time and task analysis log at 15-minute intervals. There are a variety of ways to complete this log, depending on how much time you want to devote to this process.

Fill out the log, rotating the day you complete the analysis. (Complete the log on a Monday the first week, a Tuesday the second week, etc., for either a month, a quarter, or a semester.)

Fill out the log for a whole week each month. Choose the same week of each month.

Directions for filling out and evaluating log:

1. At the 15-minute mark, evaluate what you are doing at that exact minute. Don't review the previous 15 minutes. Be consistent with your tally marks so they correlate with the descriptors on the log.
2. Total your tallies and calculate your percentages.
3. Using the following pie graphs, evaluate your program's time spent in the four component areas against the recommended percentages.
4. Prioritize and make changes to your program as needed.

TIME AND TASK ANALYSIS LOG -- 15-MINUTE INTERVALS

TIME	CURRICULUM Classroom Activities, Group Activities, Curriculum Development	INDIVIDUAL PLANNING Individual Advisement, Individual Assessment, Placement, Vocational/ Occupational Exploration	RESPONSIVE SERVICES Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	SYSTEM SUPPORT Research, Staff/ Community Development, Committee/ Advisory Boards, Program Management/ Operation	NON-COUNSI ACTIVITIE Bus Duty, Lunchro Balancing Class Building Master S Substitute Teac Figuring GP/
7:00-7:15					
7:15-7:30					
7:30-7:45					
7:45-8:00					
8:00-8:15					
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
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10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					

TIME AND TASK ANALYSIS LOG -- 15-MINUTE INTERVALS

TIME	CURRICULUM Classroom Activities, Group Activities, Curriculum Development	INDIVIDUAL PLANNING Individual Advisement, Individual Assessment, Placement, Vocational/ Occupational Exploration	RESPONSIVE SERVICES Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	SYSTEM SUPPORT Research, Staff/ Community Development, Committee/ Advisory Boards, Program Management/ Operation	NON-COUNSI ACTIVITIE Bus Duty, Lunchro Balancing Class Building Master S Substitute Teac Figuring GP/
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
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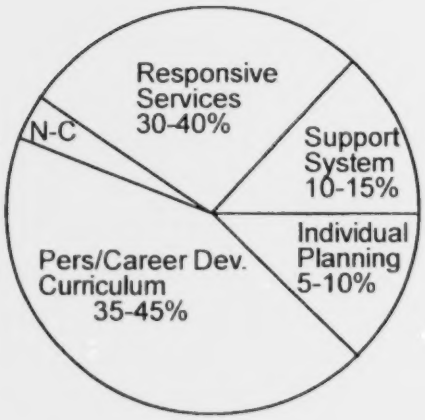
5:15-5:30					
5:30-5:45					
5:45-6:00					

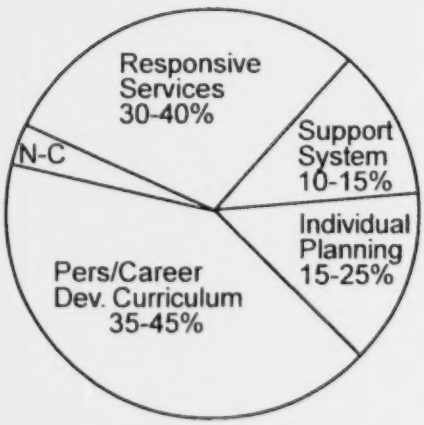
SUGGESTED TIME DISTRIBUTION



ELEMENTARY LEVEL

Suggested Percentages:

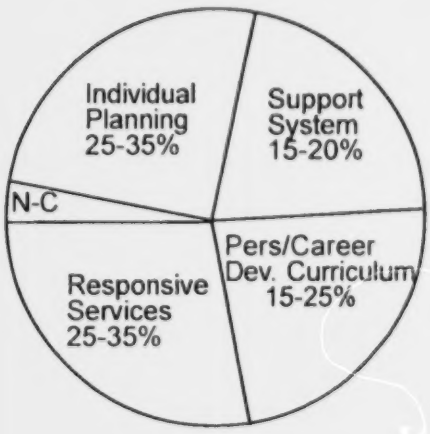
35-45% Personal/Career Development Curriculum
5-10% Individual Planning
30-40% Responsive Services
10-15% System Support
2-3% Non-Counseling



MIDDLE SCHOOL / JUNIOR HIGH LEVEL

Suggested Percentages:

35-40% Personal/Career Development Curriculum
15-25% Individual Planning
30-40% Responsive Services
10-15% System Support
2-3% Non-Counseling



HIGH SCHOOL LEVEL

Suggested Percentages:

15-25% Personal/Career Development Curriculum
25-35% Individual Planning
25-35% Responsive Services
15-20% System Support
2-3% Non-Counseling

SAMPLE PROGRAM EVALUATION SELF-STUDY

Counseling Department Staff:

_____

_____

_____

_____

_____

_____

_____

1. Description of School, Community and Counseling Program

Current Enrollment: _____

Number of Students at Grade Level:

Grade	Number
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Generalization of Socioeconomic Status of Student Body: _____

_____

_____

Ethnic Composition Of Student Body By Percentage:

Alaska Native / American Indian _____ Caucasian _____

Asian-American _____ Hispanic _____

Black _____ Other _____

Generalization of Educational Level of Students (based on School Summary Report of Standardized Test Results):

Achievement: _____

Language Arts / Verbal: _____

Math: _____

Number of Faculty: _____

Other School District Specialists Available to Students:

	Number	Speech	Nurse	Psych	School Social Worker
% of Time Available					

Definitions of Counselor Caseload:

Number of Counselors: _____ Number of Counselees per Counselor: _____

If more than one counselor, what are the counselor caseload assignments?

_____

_____

_____

If counselors have additional special assignments (e.g., Testing Coordinator), please list them below: _____

_____

_____

_____

Delivery by the Comprehensive School Counseling Program for the School Year was as follows (by percentages):

Component	Percentage
Personal and Career Development Curriculum	_____
Component	_____
Individual Planning	_____
Responsive Services	_____
System Support	_____
Non-Counseling Activities	_____

2. Structural Components: Program Philosophy and Planning

Rating Scale:

na = Does Not Apply	*3 = Satisfactory*
1 = Not Satisfactory	*4 = Exceeds Expectations*
2 = Below Expectations	*5 = Clearly Outstanding*

Description

1. The program is based on an assessment of student needs.	na 1 2 3 4 5
2. The program is based on an assessment of community needs.	na 1 2 3 4 5
3. The philosophy of the program is written and includes rationale, assumptions and definition.	na 1 2 3 4 5
4. Priorities for student skill development are established for each grade level.	na 1 2 3 4 5
5. The program has an annual plan which, for the most part, is followed.	na 1 2 3 4 5
6. There is a School Counseling Advisory Council.	na 1 2 3 4 5
7. The program is evaluated annually.	na 1 2 3 4 5

Evaluation of Program Philosophy and Planning

1. Major Strengths:

2. Items in Greatest Need of Strengthening:

Plans for Improvement of Program Philosophy and Planning

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

3. Personal and Career Development Curriculum

Rating Scale:

na = Does Not Apply	*3 = Satisfactory*
1 = Not Satisfactory	*4 = Exceeds Expectations*
2 = Below Expectations	*5 = Clearly Outstanding*

Description

1. All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career, and educational development.	na 1 2 3 4 5
2. Developmentally appropriate student competencies are specified for each grade level grouping.	na 1 2 3 4 5
3. Competency selection is based on an assessment of student needs.	na 1 2 3 4 5
4. The curriculum is delivered through classroom and group activities.	na 1 2 3 4 5
5. Teachers are augmenting curriculum by infusing appropriate learning activities into their regular classroom instruction.	na 1 2 3 4 5
6. Facilities and equipment used to conduct curriculum activities are adequate.	na 1 2 3 4 5
7. Sufficient materials are available to support the curriculum.	na 1 2 3 4 5
8. Student competencies provided from specific learning activities are assessed systematically.	na 1 2 3 4 5
9. Effectiveness of the curriculum for each grade level is evaluated annually.	na 1 2 3 4 5

Evaluation of Guidance Curriculum

1. Major Strengths:

2. Items in Greatest Need of Strengthening:

Plans for Improvement of Guidance Curriculum

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

4. Individual Student Planning

Rating Scale:			
	na = Does Not Apply	*3 = Satisfactory*
	1 = Not Satisfactory	*4 = Exceeds Expectations*
	2 = Below Expectations	*5 = Clearly Outstanding*

Description

1.	All students are provided information and assisted in applying the competencies necessary to make plans and to take the next appropriate steps toward their established personal and/or career goals.	na	1	2	3	4	5
2.	Individual student planning activities are related to pertinent learning activities in the *Personal and Career Development Curriculum.*	na	1	2	3	4	5
3.	There is a systematic approach to helping students make appropriate educational plans.	na	1	2	3	4	5
4.	There is a systematic approach to helping students understand themselves through effective interpretation of standardized and individual test results.	na	1	2	3	4	5
5.	Individual student planning activities are implemented through use of: a. individual appraisal b. individual advisement c. placement	na	1	2	3	4	5
6.	Accurate, appropriate and effective printed information is distributed to support the Individual Student Planning efforts of students and their parents.	na	1	2	3	4	5
7.	Facilities and equipment available for conducting Individual Student Planning activities are adequate.	na	1	2	3	4	5
8.	Student competencies gained from individual planning activities are assessed yearly.	na	1	2	3	4	5

Evaluation of Individual Student Planning

1. Major Strengths:

2. Items in Greatest Need of Strengthening:

Plans for Improvement of Individual Student Planning

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

5. Responsive Services

Rating Scale:			
	na = Does Not Apply	*3 = Satisfactory*
	1 = Not Satisfactory	*4 = Exceeds Expectations*
	2 = Below Expectations	*5 = Clearly Outstanding*

Description

1.	Students in need are assisted in solving immediate problems that interfere with their personal, social, career, and educational development.	na 1 2 3 4 5
2.	A balance of service is maintained for students with preventive and remedial level needs.	na 1 2 3 4 5
3.	There is systematic provision of Responsive Services as follows: a. Consultation b. Personal Counseling c. Crisis Counseling d. Referral	na 1 2 3 4 5
4.	Services are provided on the basis of assessed student needs.	na 1 2 3 4 5
5.	The counseling department maintains an adequate list of referral resources. Counselors maintain regular and effective communication with community agencies, including follow-up on referrals.	na 1 2 3 4 5
6.	Counselors are accessible to students with problems.	na 1 2 3 4 5
7.	Facilities and equipment available for delivering Responsive Services are adequate.	na 1 2 3 4 5
8.	Materials available to support implementation of the Responsive Services activities are assessed regularly.	na 1 2 3 4 5

Evaluation of Responsive Services

1. Major Strengths:

2. Items in Greatest Need of Strengthening:

Plans for Improvement of Responsive Services

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

6. System Support

Rating Scale:			
	na = Does Not Apply	*3 = Satisfactory*
	1 = Not Satisfactory	*4 = Exceeds Expectations*
	2 = Below Expectations	*5 = Clearly Outstanding*

Description

1. Administrative procedures provide for appropriate use of the counselors' professional skills.	na	1	2	3	4	5
2. Counselors involvement in non-counseling activities is minimal or appropriate.	na	1	2	3	4	5
3. Counselors are provided with professional growth opportunities.	na	1	2	3	4	5
4. Department professional staff provide needed support to counseling staff.	na	1	2	3	4	5
5. Time is provided for counseling program activity planning and evaluation.	na	1	2	3	4	5
6. An appropriate budget is provided to the counseling department by the administration.	na	1	2	3	4	5
7. Facilities and equipment are available and adequate for effective implementation of the program.	na	1	2	3	4	5
8. Counselors are provided sufficient access to students so that time is available to implement effective counseling program activities.	na	1	2	3	4	5
9. Opportunities are provided and taken for counselors to explain the counseling program to staff, administration, the school board, and the community.	na	1	2	3	4	5

Evaluation of System Support

1. Major Strengths:

2. Items in Greatest Need of Strengthening:

Plans for Improvement of System Support

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

7. Summary of Counseling Program Evaluation Self-Study

Rating Scale:

na = Does Not Apply	*3 = Satisfactory*
1 = Not Satisfactory	*4 = Exceeds Expectations*
2 = Below Expectations	*5 = Clearly Outstanding*

Description

1. Documentation file is established and contains relevant documents. na 1 2 3 4 5

Evaluation of Overall Plan

1. Prioritized List of Major Strengths:

2. Prioritized List of Items in Greatest Need of Strengthening:

Plans for Improvement of Overall Plan

1. Short-Range Goals:

2. Long-Range Goals:

3. Seemingly Unattainable Goals:

(SAMPLE)

KPBSD Performance Indicators and Standards/Counselors

The following are definitions of the areas of performance in which teachers of the Kenai Peninsula Borough School District will be evaluated. The definitions are designed to communicate to the evaluator and evaluee a general understanding of the type of performance expected of teachers in the District.

Please circle the number that best describes the evaluee's job performance:
1 = Almost always
2 = Usually
3 = Seldom

Guidance Curriculum:

1. Effectively uses instructional techniques.	1	2	3
2. Effectively uses learning techniques.	1	2	3
3. Selects competencies consistent with identified student needs and district goals.	1	2	3
4. Incorporates performance-based assessments into instruction.	1	2	3
5. Knowledge of School postsecondary plans.	1	2	3

Individual Student Planning:

1. Demonstrates careful planning of sessions.	1	2	3
2. Presents accurate, relevant, unbiased information.	1	2	3
3. Involves students in personalized educational and career planning.	1	2	3
4. Interprets test results to accurately communicate with students and parents.	1	2	3
5. Provides students information pertaining to postsecondary opportunities.	1	2	3

Responsive Services:

1. Properly identifies problems and issues to be resolved.	1	2	3
2. Selects and uses couonseling, consulting and referral interventions appropriate to students' problems and circumstances.	1	2	3
3. Works with parents to help them better understand their children and provide effective guidance.	1	2	3
4. Conducts well-planned and goal-oriented sessions.	1	2	3
5. Uses small groups and individual techniques that are appropriate to the topic and to students' needs and abilities.	1	2	3
6. Actively involves students in the counseling, consulting and referral process.	1	2	3
7. Provides timely follow-up for responsive services.	1	2	3
8. Provides services consistent with identified student needs and district goals.	1	2	3

System Support:

1. Provides a comprehensive and balanced counseling program.	1	2	3
2. Provides a systemic program that includes personal contact with all students under their responsibility.	1	2	3

(SAMPLE)

Tenure Counselor Evaluation Report
Kenai Peninsula Borough School District

Teacher	Administrator	Evaluation Date

Form 001Ca should be completed and attached.

	Meets or exceeds standards	Consideration for improvement	Unsatisfactory Form 002
1. Guidance Curriculum	☐	☐	☐
2. Individual Student Planning	☐	☐	☐
3. Responsive Services	☐	☐	☐
4. System Support	☐	☐	☐
5. Professional Attitude	☐	☐	☐
6. Community Relations	☐	☐	☐

7. Employee Responsibilities ☐ ☐ ☐

_____

_____

_____

8. Professional Duties ☐ ☐ ☐

_____

_____

_____

Any form marked "Unsatisfactory" requires a PLAN FOR IMPROVEMENT OF PERFORMANCE, FORM 002. This plan must be attached to the evaluation and signed by the evaluator and teacher.

Statement: A formal conference was held on (date) _____ with my evaluator. I understand that I have five (5) workdays to study and prepare a response which will be attached to this evaluation prior to its being sent to the Human Resources Department. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.

Teacher's signature _____ Date _____

Evaluator's signature _____ Position _____

☐ Response statement attached

PHASE 2 – SECOND AND SUBSEQUENT YEARS

Continue with all steps in Phase 1

7. Advisory Council: Group members choose a diverse group of individuals who are willing to work with the counseling department. This could include students, graduates, parents, staff, business and community members. Another approach would be to use an existing group such as a school board or a parent advisory committee that could fulfill the advisory role. Meet with this group on a regular basis.

Purpose: Your advisory group could have a variety of purposes. One may help garner scholarships, another help create program goals based on its perceived needs. They can provide support and advocacy.

Itinerant Tip #2

Advisory committees should consist of counseling advocates from your villages and not from the central office site.

8. Needs Assessment: With the wide range of possible program goals, a needs assessment is useful in determining which areas are priority needs within the counseling program. Data can be gathered from students, parents, staff, and/or community members.

Here are some suggestions for completing a needs assessment:

a. List 5-10 specific activities that you feel you have the resources to provide in each of the four components. A list of sample activities within the four components follows. Have your target population prioritize your list in each component.
b. Provide a prepared needs assessment (such as the one that follows) to your target population.
c. Do a random survey (such as with one English class rather than all the students in that grade).
d. Provide a written survey for parents to fill out during registration or parent-teacher conferences.

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9. Staff Inservice: Provide inservice presentations to staff to develop support and understanding of the Alaska School Counseling Program. Periodic inservices should be provided based on the particular needs of the school and staff.

10. Inventory Resources: Complete an inventory of counseling resources by topic. Also include title, type of resource, copyright, and how it can be used.

(SAMPLE)

Model Needs Assessment
Connecticut Comprehensive School Counseling Program

Help us plan for the future of counseling and guidance services in (town). A taskforce will use the rest of this assessment to develop priorities for all students. This survey is being distributed to students at all grade levels, so it is important that you answer every question.

1. I am a
   a. teacher b. parent/guardian c. student d. administrator

2. I am
   a. male b. female

3. I am
   a. age 12-16 b. age 16-18 c. age 18-45 d. age 45+

4. School level
   a. K-3 b. 4-6 c. 7-9 9-12

(Note: Above categories should match those of your programs in scope.)

Now it's your opinion! Please respond using the following scale to rate importance or priority:

A = Highest Priority
B = Very Important
C = Necessary
D = Optional
E = Not Needed

Academic

Students should:

1. become more aware of educational alternatives after graduation.	A B C D E
2. learn to make good use of free time.	A B C D E
3. learn more about high school.	A B C D E
4. receive help in selecting courses for high school.	A B C D E
5. learn about financial aids for college and job seeking.	A B C D E

Model Needs Assessment
Connecticut Comprehensive School Counseling Program
(continued)

6. understand standardized test scores.	A B C D E
7. be aware of services available in the school and community.	A B C D E
8. know how much education/training will be needed for the occupations of interest.	A B C D E
9. take responsibility for developing plans to reach educational/occupational goals.	A B C D E
10. know where to go for help at school.	A B C D E
11. know how to study better.	A B C D E
12. understand what they can realistically achieve.	A B C D E
13. find courses which are appropriate to their educational needs.	A B C D E
14. know how to assess and evaluate their goals.	A B C D E

Career/Vocational

Students should:

1. learn what career training is available while in high school.	A B C D E
2. find out what they are good at doing.	A B C D E
3. have their parents involved in their career plans.	A B C D E
4. talk to a counselor about career plans.	A B C D E
5. understand employment outlook in their interest area.	A B C D E
6. obtain some on-the-job experience in their interest area.	A B C D E
7. know how to find out which occupation areas match their interests, values and abilities.	A B C D E
8. know what kind of work dropouts get.	A B C D E
9. develop career plans and goals.	A B C D E
10. be able to apply for a job both in writing and in person.	A B C D E
11. know what habits and aptitudes employers desire.	A B C D E

Model Needs Assessment
Connecticut Comprehensive School Counseling Program
(continued)

Personal/Social

Students should:

1. be able to solve conflicts between their parents' desires and their friends' desires.	A B C D E
2. understand their values and the use/abuse of drugs, including alcohol.	A B C D E
3. have good relationships with teachers.	A B C D E
4. talk about personal concerns with a counselor.	A B C D E
5. exercise self-discipline and behave appropriately.	A B C D E
6. be able to talk with their family more easily.	A B C D E
7. be themselves rather than try to be what someone else wants them to be.	A B C D E
8. be a better listener and respond better to others.	A B C D E
9. know their teachers care about them.	A B C D E
10. become more tolerant of persons whose views differ from theirs.	A B C D E
11. better understand people older than themselves.	A B C D E
12. take action toward solving their own problems.	A B C D E
13. know how to make decisions about school problems.	A B C D E
14. learn how to express their feelings rather than keeping them to themselves.	A B C D E
15. get along with peers better.	A B C D E
16. know how their values affect their life.	A B C D E
17. be needed—to have friends who need their help.	A B C D E
18. accept criticism better.	A B C D E
19. develop lifelong recreational interests that will make their leisure time enjoyable.	A B C D E
20. feel good about themselves.	A B C D E

Items should be designed by local districts to reflect their program, grade level(s), and community. Please comment or make suggestions concerning long-range goals for guidance and counseling services. Adapted from: Millard Sr. High School, Pupil Personnel Services, Millard Public Schools, 133741 F Street, Omaha, Nebraska.

SAMPLE ACTIVITIES WITHIN COMPONENTS

Curriculum
CDMII for Juniors
Junior Workshop
Violence Prevention
Drug and Alcohol
Social Skills
Orientation for next grade
Financial Aid informational meetings
Effective Education
Classroom team teaching
College fair
Drug free alternatives
Evening info. meetings for parents/students
Junior seminar: college prep
Multicultural activities
Occupational planning
Other school coordination
Peer tutoring program
Positive role modeling
CDM1 for 9th graders

Individual Student Planning
3.0 + letters
Academic failure
Alternative school recommendations
Behavioral observations and contracts
College rep. visits
Credit checks
"Drag cards"
Individual financial aid info.
Individual counseling and referrals
IEP writing and annual reviews
Letters of recommendation
Math placements and movements
"Non-grad" letters, students "at risk"
Individual post-high school planning
Registering/orientation of new students
Scholarship applications
Scholarship folders and seminar
Senior interviews

Responsive Services
Attendance and grades follow-up
Individual counseling & referral
Conflict resolution
Crisis counseling
Crisis intervention – prevention
DFYS referrals
Family negotiations
Info to APD, probation officers, court
Information for employers
Parent contacts
Parent requests for conferences
Parent-teacher conferences
Pregnancy/Abortion/Adoption
Suicide aftermath, prevention
Peer Helpers
Peer Mediation

System Support
Benchmark
High School Qualifying Exam
Alaska School Counselor Program
Awards assemblies
Alumni tea
Inservice presentations
Master calendar
Coordination of assembly activities
Community meetings
Counselor weekly meetings
Crisis hall coverage
Dissemination of information
Diplomas
Exchange students
Hallway decorations and judging
Home visitations
Honors assembly and banquet
Liaison to alternative school programs
Open House
Outside agency referrals and follow-up
Retreats
Scholarship readers
Membership on various committees
Spirit Day participation
Scheduling

LIBRARY RESOURCES

DESCRIPTION	ITEM TYPE	YEAR	TITLE	USE
COA	Book	1982	Broken Bottles, Broken Dreams: Understanding and Helping	Reference
COA	Book	1983	Children of Alcoholics: A Guide for Parents, Educators	Reference
COA	Book	1985	Coping with Alcoholic Parents	Reference
COA	Book	1988	Dear Kids of Alcoholics	Student
COA	Book	1985	Fighting Invisible Tigers	Program
COA	Book	1985	Fighting Invisible Tigers (Teacher's Guide)	Program
COA	Book	1988	Grandchildren of Alcoholics: Another Generation of Co-Dependents ?	Reference
COA	Book	1989	Mom and Me	Student
COA	Book		Insight & Manual	Class, Group
COA	Cassette/File	1977	Children of Alcoholics Filmstrip	Group
COA	Workbook	1989	My Dad Loves Me, My Dad Has a Disease	Student
COA	Workbook		Insight (Participant Guidebook)	Class, Group
Communication	Activity Book		Insight Class Program (Facilitator's Guide)	Reference
Communication	Activity Book		Interpersonal Communications	Class
Communication	Activity Book	1978	Person to Person Interaction Kit	Group
Communication	Book	1977	Between Us: Guide to Interpersonal Communication	Student
Communication	Game		Can of Squirms (Role Plays)	Class, Group
Communication	Game		Communicate	Group
Communication	Game		Social Security	Group
Communication	Game		Talking, Feeling, Doing Game	Group
Communication	Game		Ungame	Group
Communication	Program	1977	Between Us	Class, Group
Conflict Resolution	Activity Book	1984	Creative Conflict Resolution: 200 Classroom Activities	Class
Conflict Resolution	Activity Pack		Activities for Exploring Conflict: 50 Activities	Class, Group

LIBRARY RESOURCES
(continued)

Conflict Resolution	Curriculum	1975	Curriculum on Conflict Management	Class, Group
Counseling	Activity Pack		Missouri Comprehensive Guidance Kit	Class
Counseling	Book		Developing and Managing Your Classroom Guidance Program	Reference
Counseling	Book	1989	You Are the School Counselor	Counselor
Decision-Making	Game	1988	Problem Solver	Group
Decision-Making	Activity Book	1980	Decision Making	Class
Decision-Making	Activity Book	1980	Decision Making Workbook	Reference
Decision-Making	Activity Book	1978	Learning to Think and Choose: Decision Making Episodes	Reference
Decision-Making	Game		Coping and Decisions	Group
Decision-Making	Game		Scruples for Kids	Class, Group
Decision-Making	Program	1975	Choices: Personal Decision-Making Kit	Class
Depression	Book	1990	Teenage Depression	Student
Divorce	Book	Krerr	How It Feels When Parents Divorce	Student
Divorce	Book	1986	Step Dance: Ins and Outs of Step Parenting	Parent
Divorce	Book	1978	What's Going to Happen to Me? When Parents Separate	Student
Divorce	Book	1978	What's Going to Happen?: When Parents Separate or Divorce	Student
Divorce	Cassette/File		My Mother and Father Are Getting Divorced	Group
Divorce	Game		Changing Family Game	Group
Drugs	Activity Book		Marijuana Use: Congressional Hearing	Class
Drugs	Book	1986	Addicts and Families	Reference
Drugs	Book	1986	Intervention: Guide for Chemically Dependent Family	Counselor, Pa
Drugs	Cassette, Ac		Preventing Drug Abuse	Class, Group

RESPONSIVE SERVICES

Responsive Services address the immediate needs and concerns of individuals and groups of students, parents, staff, and/or community. Counselor responsibilities include: prevention, intervention, crisis response, referrals and resources.

> All counselors need to be familiar with their district Crisis Response Plan as required by A.S. 14.33.100.

PREVENTION/INTERVENTION

Responsive Services address a number of skills for a healthy life for all students (from Alaska Content Standards).

1. Academic – Individual Counseling

- Referral made to counselor
- Meet with student
- Contact teacher
- Contact parent
- If needed, staffing or meeting with teacher, parents and student may occur
- Brainstorm and design plan (contract)
- Evaluate success

2. Behavioral Contract – Document designed to modify student's behavior. Student, counselor and teacher agree on contract terms. Contract is written, signed, implemented, and shared with appropriate staff members (example form next page).

Itinerant Tip #3

Try to make a personal visit to each home at each village within three months of initial work in the district.

Itinerant Tip #4

Create Crisis Response Team and safe houses for each village.

Itinerant Tip #5

Advocate for local village people to become counselor aides.

Itinerant Tip #6

Make early contact with village health aides and VPSO's. Make early contact with psychiatric units in hubs and establish procedures for emergency intake of students.

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Name: _____ **Date:** _____

Class: _____ **Grade:** _____

BEHAVIORAL CONTRACT

Goal:

Timeline:

Benefit:

_____

Student Signature

_____

Teacher Signature

_____

Counselor Signature

3. Community Resource Referrals

The counselor maintains a current list of local or other available resources to assist with specific issues. Community agencies may address suicide; violence; emotional, physical and sexual abuse; neglect; substance abuse; teen pregnancy; or divorce. To assure support, counselors maintain ongoing communication with involved agencies and referred students.

Agency Name	Phone Number
Suicide	
Local: _____	_____
National Runaway & Suicide Hotline	800-621-4000
Substance Abuse	
Local: _____	_____
Drug/Alcohol Abuse	800-550-0467
Drug/Alcohol Hotline	800-550-0467
Sexual Issues	
Local: _____	_____
National AIDS Hotline	800-342-AIDS
Physical Abuse	
Local: _____	_____
Child Abuse Hotline	800-4A-CHILD
Parents Anonymous	800-421-1325
National Coalition vs. Domestic Violence	800-333-7233
Division of Family & Youth Services	
Local: _____	_____
Hospital/Clinic	
Local: _____	_____
Public Health	
Local: _____	_____
Mental Health	
Local: _____	_____
Safe Home	
Local: _____	_____
VPSO	
Local: _____	_____
Women's Crisis	
Local: _____	_____

4. Conflict Management – Disagreeing parties meet with a mediator to resolve problem.

Procedure:

- Ground rules

Examples of ground rules:

- Identify the problem.
- Focus on the problem.
- Attack the problem – not the person.
- Listen with an open mind.
- Treat a person's feelings with respect.
- Take responsibility for your own actions.
- Mediation is confidential.

- Each side presents its story uninterrupted.
- Mediator restates and clarifies each story.
- Mediator leads a brainstorm session for solutions.
- Disputants select one or more brainstorm ideas.
- Mediator writes up an agreement.
- All parties sign.
- Document is filed with appropriate adult supervisor.
- Appropriate follow-up.

5. Group Counseling – Counselor, students, teachers, parents, or staff identify students with similar concerns/issues.

Group Process:

- Interview student and present contract.
- Contact parent for permission.
- Check with teacher whose class student will miss.
- Set up group and implement session(s).
- Hold regularly scheduled meetings for duration of group.

Itinerant Tip #7

Insist that major problems that demand counseling expertise are not dismissed when the itinerant counselor is absent. Involve the counselor via audio conference whenever possible.

Itinerant Tip #8

Students should use an itinerant counselor like a hotline service. A student should be able to call a counselor collect, for example.

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Topics may include:

- Academic success
- Anger management/conflict
- Attention deficit techniques
- Divorce
- Eating disorders
- Grief/loss
- School attendance
- Self-confidence
- Self-esteem
- Sexual issues
- Substance abuse issues
- Underachievement

6. **Harassment/Bullying** – Counselors will consider harassment/bullying at school as a serious issue.
    - Listen carefully to student's issue.
    - Follow up on all complaint(s).
    - See "bullies" individually (not in groups).
    - Work with victims individually or in groups.
    - Consult with and/or refer to administration.

7. **Peer Support Groups** – Peer support programs (Natural Helpers, Peer Helpers, Friendly Helpers, etc.) in which students identify the students they trust with their problems. These identified students are invited to a communication retreat during which they learn:
    - Reflective listening skills
    - Body language techniques
    - Decision making skills
    - Referral process
    - Suicide assessment
    - Avoiding emotional overload
    - How to use their skills appropriately in the school

8. Staff Consultation/Decision Making – Counselor is available to consult with staff regarding student issues.

Counselors could utilize the following Decision-Making Process:

- Identify the problem
- Gather information
- Brainstorm alternatives
- Predict consequences
- Check forgotten factors
- Identify an action plan
- Select a back-up plan
- Act on plan
- Evaluate

Itinerant Tip #9

Make sure that the local VPSO is aware of mandatory 72-hour hospital intakes for serious suicidal behavior.

9. Suicide Checklist – Counselors can refer to this checklist to ascertain student's safety. Counselors determine the following:

S - specific plan
L - lethal means
A - available means
P - proximity of means

Tips for Counselors:

- Show concern
- Listen with genuine interest
- Ask age-appropriate questions in a calm, straightforward manner
- If a student is assessed "in danger," do not leave student alone
- Contact parent
- Refer student to appropriate agency

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Death/Suicide - Following the suicide or accidental death of a student or staff member a counselor should:

- Notify faculty and staff
- Be factual about the death
- Assist teacher(s) with classroom response
- Avoid graphic details
- Identify students closest to loss
- Give student(s) space, time, and support to process and grieve
- Call necessary parents and community resources
- If available, use Natural/Peer/Friendly Helpers to check on students and help in safety space

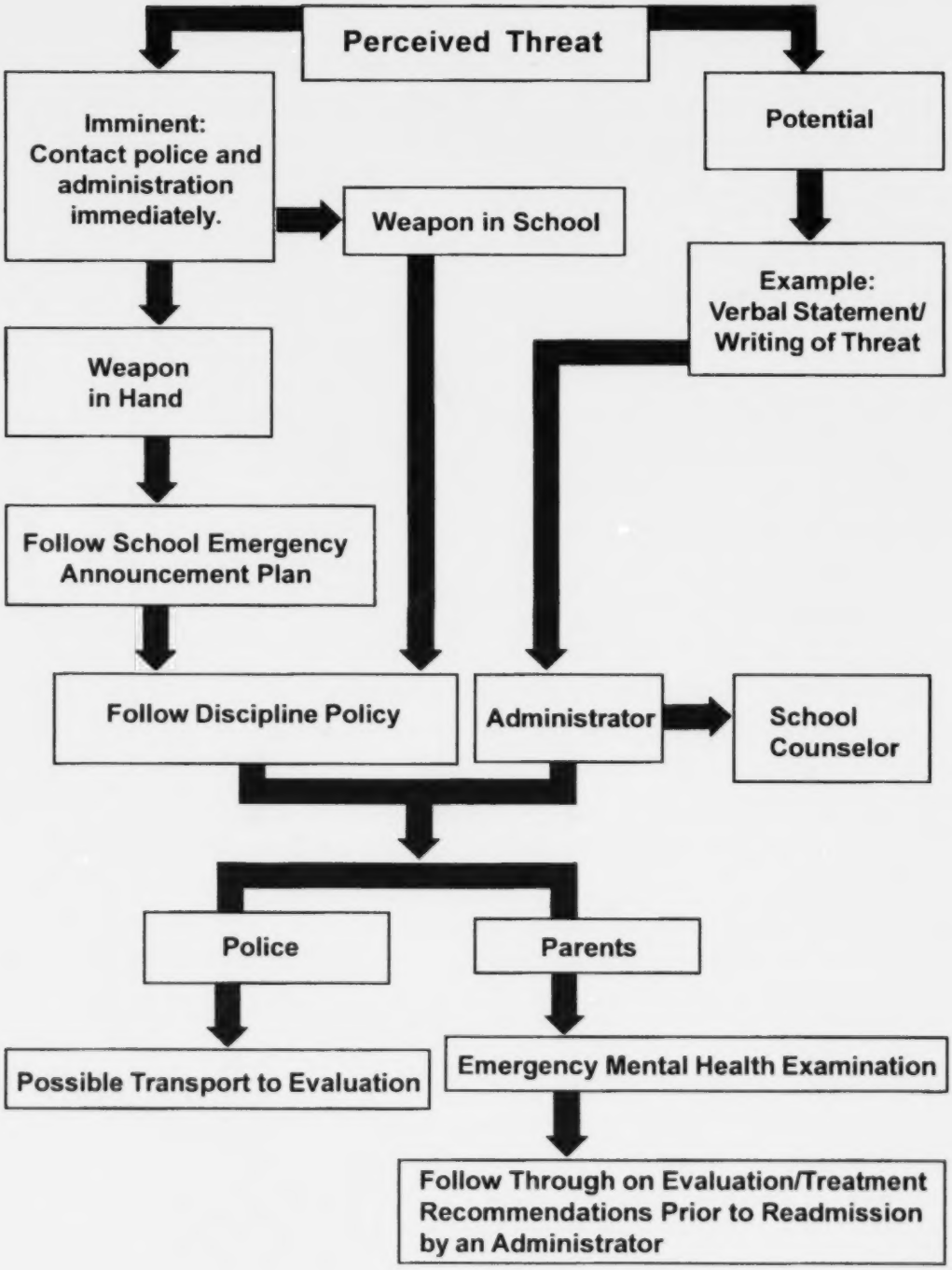
Stages of Grief

- Denial
- Anger
- Bargaining
- Depression
- Acceptance
- Begin Again

  - ❑ First four stages of grieving will probably recur and will take time to process.

10. School Safety/Threats Of Harm – If any individual says, writes or gestures intent of harm to self or others the following procedures are recommended.

THREAT


Perceived Threat
Imminent: Contact police and administration immediately.
Potential
Weapon in School
Example: Verbal Statement/ Writing of Threat
Weapon in Hand
Follow School Emergency Announcement Plan
Follow Discipline Policy
Administrator
School Counselor
Police
Parents
Possible Transport to Evaluation
Emergency Mental Health Examination
Follow Through on Evaluation/Treatment Recommendations Prior to Readmission by an Administrator

RESPONDING TO ABUSE

A person suspecting that a student has been a victim of abuse is required by Alaska law to report and cooperate with resulting investigations. (Consult with counselor if support is needed.)

Complete Child Abuse Report ASAP.

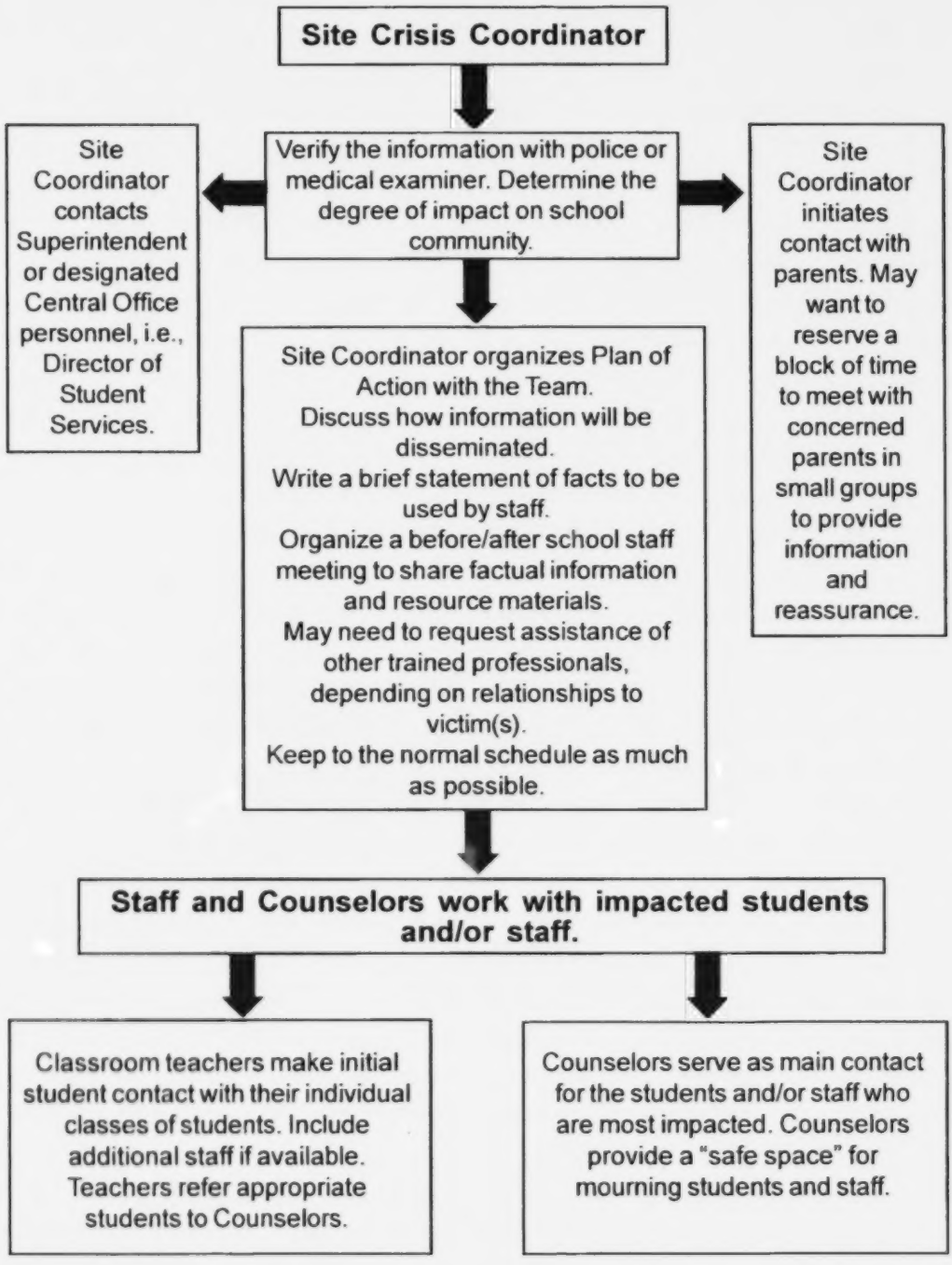
Call the Division of Family and Youth Services.

Follow district procedures.

Have building administrator or designee sign form. (Make copy for administrator.)

FAX form to DFYS.

RESPONDING TO THE SUICIDE OF A STUDENT/STAFF MEMBER


Site Crisis Coordinator
Verify the information with police or medical examiner. Determine the degree of impact on school community.
Site Coordinator contacts Superintendent or designated Central Office personnel, i.e., Director of Student Services.
Site Coordinator initiates contact with parents. May want to reserve a block of time to meet with concerned parents in small groups to provide information and reassurance.
Site Coordinator organizes Plan of Action with the Team.
Discuss how information will be disseminated.
Write a brief statement of facts to be used by staff.
Organize a before/after school staff meeting to share factual information and resource materials.
May need to request assistance of other trained professionals, depending on relationships to victim(s).
Keep to the normal schedule as much as possible.
Staff and Counselors work with impacted students and/or staff.
Classroom teachers make initial student contact with their individual classes of students. Include additional staff if available. Teachers refer appropriate students to Counselors.
Counselors serve as main contact for the students and/or staff who are most impacted. Counselors provide a "safe space" for mourning students and staff.

INDIVIDUAL STUDENT PLANNING

Individual Student Planning consists of activities that help all students plan, monitor and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals and plans. These activities may be delivered on an individual or group basis under the supervision and direction of the counselor.

Academic

A comprehensive school counseling program will sequentially and systematically include the following Individual Student Planning components:

- Skills for Learning
- School Success
- Academics to Life Success

Counselor Suggestions:

- Ensure record system is reliable, stable and secure.
- Communicate academic progress to each student and parent.
- Plan strategies for Benchmark and HSGQE success.
- Help students find academic opportunities which best fit their learning goals.

Career

A comprehensive school counseling program will sequentially and systematically include the following Individual Student Planning components:

- Investigation of Careers
- Career Success
- Relationship Between School and Work

Itinerant Tip #10

Make sure district purchases a laptop computer for the itinerant counselor to enable the counselor to utilize the time spent in airports and on airplanes.

Itinerant Tip #11

Review all records during first visit to district.

Itinerant Tip #12

Organize, fundraise and obtain grants for career fairs in hubs, Anchorage or Juneau.

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Counselor suggestions:

- Administer and interpret career interest surveys annually (grades 7 – 12).
- Ensure all students have opportunities to explore career pathways.
- Ensure all students have opportunities to explore careers that relate to their skills and interests.
- Assist students in connecting their skills and interests to academic opportunities.
- Help each student develop a postsecondary training plan.
- Provide opportunities for all students to acquire job-seeking skills.

Personal/Social

A comprehensive school counseling program will sequentially and systematically include the following Individual Student Planning components:

- Respect for Self and Others
- Goal Setting/Goal Attainment Skills
- Survival and Safety Skills

Counselor suggestion:

- Meet with individual students on issues that relate to their personal and social development.

SYSTEM SUPPORT

System support, as a component of a comprehensive school counseling program, consists of activities designed to enhance and support the Alaska Quality Schools Initiative. By utilizing a team approach, school counseling programs serve to enhance the total educational program. Counselors help teachers and staff develop meaningful activities that assist students in achieving high academic standards, developing employability skills, and utilizing good personal and social skills necessary to become productive citizens. This team approach is essential to increase student success as measured by assessments, such as the benchmark tests and the High School Graduation Qualifying Exam.

The second aspect of System Support relates to the activities that establish, maintain, assess, and evaluate the total school counseling program. These activities may include consultation with staff, networking with community agencies and other educational entities, participation on school committees, public relations, and planning and management tasks.

1. **Consultation:** The school counselor consults regularly with administrators, parents, staff, colleagues and community agencies for the purpose of enhancing the academic and behavioral success of the student. Consultation might include sharing information about age-appropriate behavior and developmental stages, creating behavior plans, interpreting test scores and other educational information, or providing information about referral services.

Consultation Tips:
- Face to face consultation is optimal. Focus primarily on issues held in common.
- Practice active listening skills.
- Seek closure on all consultations.
- Rely on other professional input as needed.
- Accommodate clients in terms of preferred settings and scheduling issues.

Itinerant Tip #13

At many small sites, teachers will be in need of personal counseling at some point and might try to seek help from itinerant counselor. Establish boundaries and referral network if needed.

Itinerant Tip #14

Make evaluations in April to share and brainstorm solutions with villages in May.

BEST COPY AVAILABLE

2. **Building Networks:** It is important for counselors to become knowledgeable about community resources, employment opportunities, and the labor market. Serving on curriculum and community committees and advisory boards is an important component in forming networks. Being able to create linkages with the labor force, postsecondary institutions, and other K-12 schools can assist students in making life transitions.

Building Networks Tips:
- Attend state/national conferences and training opportunities.
- Create and be a part of interdisciplinary teams within your school.
- Create and be a part of interagency teams within your community.
- Work with counselors in other schools in your community.
- Work with postsecondary institutions to plan transitions.
- Have regular counselor meetings.

3. **Program Support:** Businesses, as well as professional, service and labor organizations, provide support for schools. Community, regional, state, and federal agencies can assist school counselors in providing the funding, training and technical support necessary to implement a comprehensive school counseling program.

Program Support Tips:
- Cultivate business partnerships.
- Provide training for mentorships, internships and job shadowing.
- Explore program and funding opportunities with school, state, business partners, and private grants.
- Stay current on research and professional practices.
- Maintain regular contact with your Quality School Team Leader at Department of Education and Early Development (DEED).
- Periodically visit DEED's web site.

4. **Program Management, Assessment and Evaluation:** Regular assessment through data analysis, research and follow-up is key to evaluating program standards and to the ongoing improvement of a comprehensive school counseling program. Yearly evaluation of program goals provides useful data to communicate the effectiveness of the school counseling program to students, staff, parents, and administration. Periodic needs assessments of academic, career, and personal/social development provide momentum for program reevaluation and revision.

Program Management, Assessment and Evaluation Tips:

- Clearly demonstrate how the Comprehensive School Counseling Program supports the Quality School Initiative, as well as student success on the benchmarks and High School Graduation Qualifying Exam.
- Follow the implementation steps of the Alaska School Counseling Program.
- Program goals will support the academic, career, and personal/social development of the students.

5. **Public Relations and Marketing**: It is essential for the school counselor to communicate the comprehensive school counseling program to the school staff, school boards, parent-teacher organizations, service groups and agencies, and the media.

Public Relations and Marketing Tips:

- Ensure that all students are aware of the counselor's role in the school community.
- Disseminate literature about the school counseling program at open houses, at parent-teacher conferences, in newsletters and throughout the school.
- Select a diverse cross-section of people when creating advisory councils.

6. Professional Development: It is the responsibility of the school counselor to continually update his or her professional knowledge and skills. This may involve participating in and delivering inservice trainings, attending professional conferences, completing postgraduate coursework, and contributing to professional literature.

Professional Development Tips:

- Enroll in counseling-related classes at a college or university.
- Join professional associations, such as the Alaska School CounselorAssociation, the American School Counselor Association, etc.
- Read professional journals and publications.

CURRICULUM

An effective school counseling program contains curriculum that provides activities that are consistently presented to ***all students*** *in grades K–12. The purpose of these curriculum areas is to proactively address students' academic, career, and personal/social developmental needs.*

The Alaska School Counseling Program has adopted the National Academic Counseling Standards for curriculum. The three curriculum areas include:

- Academic Development
- Career Development
- Personal/Social Development

It is the responsibility of the school counselor to ensure that curriculum is provided to all students either through direct presentation or collaboration with academic and vocational educators as well as outside agencies (business or government organizations).

Academic Development: The curriculum area of academic development supports the premise that all students meet or exceed the Alaska State Content Standards. This area of the curriculum ensures that students:

- Acquire attitudes, knowledge and skills that contribute to effective learning,
- Be academically prepared for a wide range of postsecondary options,
- Understand the relationship between academic success and career success.

Academic Development Curriculum Areas:

1. **Attitudes, Knowledge and Skills:**
   - Accept mistakes as essential to the learning process.
   - Apply time management and task management skills.
   - Use communication skills to know when and ask for help when needed.
   - Apply knowledge of learning styles to positively influence school performance.
   - Take responsibility for one's actions.
   - Demonstrate the ability to work independently and cooperatively.
   - Demonstrate dependability, productivity and initiative.

2. **School Success:**
   - Acquire test taking and study skills necessary to pass the benchmark and qualifying exams.
   - Learn and apply critical thinking skills.
   - Organize and apply academic information from a variety of sources.
   - Become self-directed.
   - Establish academic goals.
   - Apply knowledge of aptitude, interest and results in educational planning.
   - Understand the relationship between classroom performance and success in school.

3. **Academics to Life Success:**
   - Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life.
   - Seek co-curriculum and community experiences to enhance the school experience.
   - Understand the relationship between learning and work.
   - Demonstrate an understanding of the value of lifelong learning.

Managing Your School Study Time

Sometimes your teacher gives you time during the school day to study. Do you use that time efficiently? Do you get your work done in the time your teacher gives you?

Instructions: Take the quiz below to find out how you manage your study time at school.

Study Time Quiz

Statement	Yes	No
1. It usually takes me at least five minutes to get my materials together to start studying, for example, book, paper, and pencil.		
2. I frequently need to borrow paper or a pencil from classmates before I start studying.		
3. My desk is a mess most of the time.		
4. I often sharpen my pencil during study time.		
5. Sometimes I write notes to my friends during study time.		
6. I look at the clock or my watch at least four times when I'm studying.		
7. I often think, "I'll just take this home and do it" instead of getting my work done in school.		
8. I like to talk with people sitting near me when I study.		
9. I like to look out the window during study time.		
10. I always seem to be rushing to get my work done.		
11. I like to read other things during study time instead of doing my assignment.		

If you have more than four "yes" answers, you need to use your school study time more efficiently.

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Name _____ Date _____

MY TIME JOURNAL

6:00 a.m.		3:00	
6:30		3:30	
7:00		4:00	
7:30		4:30	
8:00		5:00	
8:30		5:30	
9:00		6:00	
9:30		6:30	
10:00		7:00	
10:30		7:30	
11:00		8:00	
11:30		8:30	
12:00 p.m.		9:00	
12:30		9:30	
1:00		10:00	
1:30		10:30	
2:00		11:00	
2:30		11:30	

How Good Are You at FOLLOWING DIRECTIONS?

Instructions: Just concentrate, but remember you have only five minutes. Begin when your instructor tells you to start.

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of this paper.
3. Circle the word "name" in sentence 2.
4. Draw five small squares in the upper right-hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "yes", yes, "yes".
9. Put a circle around each word in sentence 7.
10. Put an "X" in the lower left-hand corner of this paper.
11. Draw a triangle around the "X" you just put down.
12. On the reverse side of this paper multiply 703 by 9085.
13. Draw a rectangle around the word "paper" in sentence 4.
14. Call out your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have."
16. On the reverse side of this paper add 8,950 and 9,580.
17. Put a circle around your answer. Put a square around the circle.
18. Count out loud in a normal speaking voice from 10 to 1.
19. Now that you have finished reading carefully, do only sentences 1 and 2.

THINKING AND LEARNING STYLE PREFERENCE SURVEY - LEVEL II

Instructions: For each of the following statements, rank the choices 4 to 1. Mark the choice that is most like you 4, then 3, then 2, then the choice least like you 1.

1. I like to read books:
   - about people ..... ___
   - with action stories ..... ___
   - with fantasy or science fiction stories ..... ___
   - about real events ..... ___

2. I'd rather study:
   - by myself without being bothered. ..... ___
   - by myself at the same time every day ..... ___
   - with friends or in a group of students ..... ___
   - when I have a lot of short assignments. ..... ___

3. I like to:
   - work fast and finish first ..... ___
   - work carefully so I can get it right ..... ___
   - talk about what I'm studying ..... ___
   - think about an assignment before I do it. ..... ___

4. I like to:
   - be the leader in our group. ..... ___
   - think up ideas for our group ..... ___
   - make sure we follow the instructions. ..... ___
   - help the others in our group ..... ___

5. I want our group:
   - to do it right ..... ___
   - to have fun ..... ___
   - to get the best grade. ..... ___
   - to do something different ..... ___

6. I want to:
   - know exactly what to do and how to do it ..... ___
   - figure it out for myself ..... ___
   - have someone help me work ..... ___
   - tell others what to do and how to do it. ..... ___

7. When I work on an activity or project I want:
   - to work with other students. ..... ___
   - it to be neat and correct. ..... ___
   - to have something to take home when I finish. ..... ___
   - it to be different and creative. ..... ___

8. When I am given a project assignment I want:
   - to help others in our group. . . . . ___
   - to know exactly how to do it . . . . . ___
   - a project that doesn't take too long . . . . . ___
   - to come up with my own project ideas . . . . . ___

9. When I talk with others I:
   - get irritated when they ask for too many details . . . . . ___
   - don't listen when they don't know what they are talking about. . . . . ___
   - want to get started right away. . . . . ___
   - want to talk about what I'm doing . . . . . ___

10. When I don't get my way:
    - my feelings are hurt. . . . . ___
    - I insist my way is best. . . . . ___
    - I want to hit someone or break something . . . . . ___
    - I go off by myself. . . . . ___

11. Some people may think that I am:
    - moody. . . . . ___
    - too neat and organized . . . . . ___
    - always trying to be first or to win . . . . . ___
    - a daydreamer. . . . . ___

12. When I have a writing assignment I:
    - have to think about it before I write it . . . . . ___
    - work best with an outline and check for errors . . . . . ___
    - want to write as little as possible . . . . . ___
    - want someone to help me and write about something I know . . . . . ___

13. When people don't agree with me I:
    - think they don't like me . . . . . ___
    - tell them the facts and use logic. . . . . ___
    - want to argue for my ideas. . . . . ___
    - don't care and do it my way . . . . . ___

14. When I think of time I:
    - like spending lots of time with people. . . . . ___
    - like to stay on schedule . . . . . ___
    - like to hurry and finish first . . . . . ___
    - forget what time it is if I am really interested in what I'm doing . . . . . ___

15. When I meet new kids I:
    - take my time getting to know them. . . . . ___
    - let them come to me. . . . . ___
    - like to tell them what to do. . . . . ___
    - get them involved in our activities . . . . . ___

16. When talking to kids I don't know I want them to:
    - think that I am friendly. . . . . ___
    - think I'm smart . . . . . ___
    - think I'm the leader. . . . . ___
    - think I'm creative . . . . . ___

17. When I'm nervous in front of others I:
    - act kind of different and silly. . . . . ___
    - get "up-tight". . . . . ___
    - show off. . . . . ___
    - get confused . . . . . ___

CAREER DEVELOPMENT

Career development curriculum must be aligned with the Alaska State Employability Standards. This ensures that students develop career goals as a result of participation in a K-12 comprehensive plan of career awareness, exploration, and preparation activities. A comprehensive effort includes collaboration between counselors and academic and vocational educators. Use of community resources may include businesses, labor, service organizations, and other community agencies.

Career Development Curriculum Areas:

1. Investigate Careers:
   - Develop career awareness
   - Develop awareness of personal abilities, skills, interest, and motivation
   - Balance work and leisure time
   - Develop employment readiness
   - Resume writing
   - Career Pathway investigation
   - Job shadowing
   - Career guest speakers

2. Career Success:
   - Employability skills
   - Acquire career information
   - Knowledge of career planning process
   - Develop Internet skills
   - Identify career goals
   - Necessary training

3. Relationship Between School & Work:
   - Acquire knowledge to achieve career goals
   - Understand relationship between educational achievement and career success
   - Personal success and satisfaction
   - Apply skills to achieve career goals
   - Gender equity
   - Service learning/community service
   - Internships
   - Conflict management skills

WANT A JOB?

Alaskan Employers expect . . .

Skills/Competencies

Reading
Able to comprehend written material and take appropriate action.

Speaking
Can express ideas clearly and concisely to individuals and in groups; has good customers communications skills; gives clear directions.

Writing
Spells correctly and writes legibly; can express ideas clearly and concisely, write a business letter, and fill out forms properly.

Listening
Able to comprehend what is said and take appropriate action.

Math Computation
Able to apply basic skills with accuracy in addition, subtraction, division, multiplication, and use of fractions and percentages as needed to solve problems and accomplish work.

Problem Solving
Can identify source of problem; demonstrates good common sense; is creative and innovative.

Information Management and Use of Technology
Able to use computers to access information;

Work Attitudes

Responsible/Self-Disciplined
Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to Learn/Pride in Doing a Good Job
Is flexible, willing and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-Conscious
Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.

Manages On-the-Job Stress and Personal Problems Well
Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work

Work Values ("Work Ethic")

Honesty and Integrity
Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.

Accepts Advice, Supervision, Criticism
Has high self-esteem and does what is asked; accepts criticism and uses it to improve job performance.

Dependability/Follows Through on Assignments
Will do what is asked; if can't complete task, will let someone know so there are no surprises about work not being done.

Good Attendance/On Time
Can be depended upon to be at work except for very good reasons, such as illness or death in the family; is at his/her workstation ready to begin work on time.

Accuracy of Work/No Waste
Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work

Skills/Competencies
(continued)

familiar with common applications of technology in the workplace.

Knowing How to Learn
Able to teach one's self new skills; able to seek and use new information appropriately.

Apply What Is Learned
Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis and problem solving; able to apply principals of business.

Working with Others
Able to work as a productive team member; able to share information.

Good Manners
Shows courtesy and respect toward others.

Looking for Work
Able and confident to identify job opportunities, to complete a job application, to prepare a resume, and to promote himself/herself during an interview.

Work Attitudes
(continued)

or failing to come to work or come on time.

Positive Outlook
Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.

Follows Rules
Performs tasks in the prescribed manner; doesn't break rules but will work to change rules if they should be changed.

Good Team Member
Willing to share information, work and credit (praise) with other workers; puts the good of the organization above personal interests.

Respects Others
Has good manners; shows common courtesy; appreciates multicultural diversity.

Able to Postpone Gratification
Able to see long-term results of efforts on the job and willing to put in time and effort before expecting a promotion.

Work Values
(continued)

well done; holds high standards; will report any deviation from company standard.

Productive/Adequate Output of Work
Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done.

These critical skills, values and attitudes were identified by CEO's, personnel directors, and other employer representatives in 1989 and revised by Alaska's Youth: Ready to Work following review by parents, educators, students, and other community members.

SAMPLE CAREER PLAN #1

8th Grade

1. Career Decision Maker I
   - Interest test

9th Grade

1. Self-Directed Search
   - Select top 3 careers
   - Research careers on AKCIS
2. 4-Year Planner

10th Grade

1. Skill Sort from AKCIS
   - Students research top 3 careers on AKCIS
2. 4-Year Planner Update

11th Grade

1. Career Decision Maker 2
   - Students choose a career (major)
2. How to Choose a College
   - Discuss major, size, location, cost
3. Discuss college boards
4. AKCIS – School Sort
   - Research college information
5. 4-Year Planner Update

12th Grade

1. Senior Interview
   - Review all credits
   - Discuss financial aid
   - Discuss postsecondary plans
   - Review college boards
   - Plan additional meetings as needed
2. Financial Aid Workshop for Seniors
3. Financial Aid Workshop for Parents

SAMPLE CAREER PLAN #2

8th grade goals

All students will take an interest inventory and have their results interpreted to them.

Students will have at least two hours of time with the AKCIS program to explore careers that align themselves to interest inventory results. Time will be devoted to finding helpful high school classes related to the careers.

Results will be shared with parents.

Results (interest scores, career choices) will be saved on an electronic database.

9th grade goals

All students will take an interest inventory and have their results interpreted to them. This inventory will be a different instrument than the 8th grade inventory.

Students will have at least three hours of time with the AKCIS program to compare or contrast results of the 8th grade to the 9th grade results, explore careers that align themselves to interest inventory results, and select no more than five careers that relate to their current interests. Time will be devoted to finding helpful high school classes related to the careers.

Results of the past two years will be shared with parents. Results (interest scores, career choices) will be saved on an electronic database.

10th grade goals

All students will take an aptitude test and have their results interpreted to them.

Students will have at least three hours of time with the AKCIS program to relate the results of the 8th and 9th grade to aptitudes identified in the 10th grade. Students will explore careers that align themselves to their interests and aptitudes and select or revise no more than three careers that relate to their three years of information. Students will look at the ways to prepare for each of the careers identified. Time will also be devoted to finding helpful high school classes related to the careers.

Results of the past three years will be shared with parents. Results (aptitude scores, career choices) will be saved on an electronic database.

Sample Career Plan #2 (continued)

11th grade goals

All students will take an interest inventory and have their results interpreted to them. This inventory will be a different instrument than the 8th and 9th grade inventories.

Students will have at least three hours of time with the AKCIS program to compare or contrast results of the 10th grade to the 11th grade results, explore careers that align themselves to interest inventory results, and select no more than three careers that are related to their current interests.

Students will also explore ways to prepare and select schools that offer training in the careers the students have chosen.

Results of the past three years will be shared with parents.

Results (interest scores, career choices, schools) will be saved on an electronic database. This information is the basis for the 12th grade transition plan to be developed with the student and his or her parents.

Who am I?
What do I like to do?
What am I good at?

Learning for Success in Life

What am I learning?
Why am I learning it?
How will I use it?
What am I contributing?

Learning for Success in Life

Work Skills Needed:
Social Skills Needed:
Name
Date
Career:
Math Skills Needed:
Reading Skills Needed:

Name _____ Date _____

JOB VALUES

Different people consider different things important when it comes to choosing a job. Some people look at money as most important; others want to do something different every day and so variety is most important to them. You see these several values in your own way. Rank them as they are most important to you. Put a number 1 by the most important and a number 14 by the least important. Use all numbers between 1 and 14 only once.

___ **Variety** – The job requires different activities from day to day.

___ **Home Life** – Time to do the things you want to do.

___ **Wages** – Money.

___ **Security** – The job will be there in a few years and income is constant.

___ **Influence** – Your decisions have a direct impact on others.

___ **Creativity** – Opportunities exist to use your imagination.

___ **Responsibility**

___ **Status** – How important it is having an "in" job.

___ **Advancement** – You are able to "climb the ladder" in a company.

___ **People** – Being with and helping others is important.

___ **Data** – Working with information and numbers.

___ **Things** – Handling whatever you work with.

___ **Travel** – A desire to visit new places and experience new things.

___ **Outdoors** – Preference for working outside regardless of weather.

Name _____ Date _____

WORK VALUES

Instructions: Rank each work value according to its importance to you. Put a "1" on the line of the work value which you think is most important. Put a "2" in front of the value which is second in importance. Continue until you have ranked all 13 work values.

___ **Adventure** – Doing exciting activities, being in new or different situations, competing.

___ **Art** – Producing something pleasing to see or hear.

___ **Creativity** – Thinking about a new idea or product.

___ **Financial Income** – Making a lot of money.

___ **Independence** – Planning own work activities, being free to change schedule.

___ **Intellect** – Solving difficult questions and applying concepts and knowledge to problems.

___ **Leadership** – Influencing others in their work, being a leader, making decisions.

___ **Orderliness** – Following set procedures, doing well-organized or repetitive jobs.

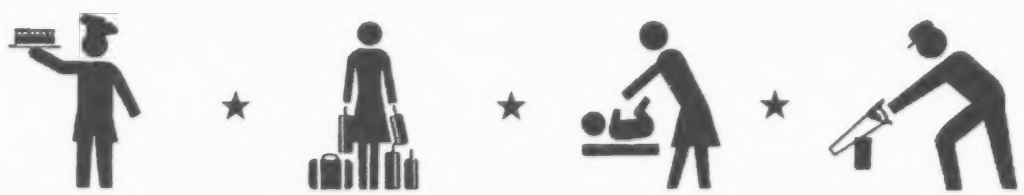
___ **Physical Performance** – Being able to do difficult physical tasks which require coordination and strength.

___ **Productivity** – Making a product or doing work which results in something usable.

___ **Recognition** – Being known by many people, getting respect from others.

___ **Social Service** – Working to help others and society.

___ **Variety** – Being involved in many different activities or problems.



Name _____ Date _____

WHAT I WANT OUT OF A JOB

When I get a job, it will be for:

	Very Important	Somewhat Important	Not Important
Money	_____	_____	_____
Self-respect	_____	_____	_____
Feeling important	_____	_____	_____
Experience	_____	_____	_____
Responsibility	_____	_____	_____
Fun	_____	_____	_____
Intellectual challenge	_____	_____	_____
Society	_____	_____	_____
Myself	_____	_____	_____
Excitement	_____	_____	_____
Helping others	_____	_____	_____
To make friends	_____	_____	_____
To get away from home	_____	_____	_____
Approval of peers or parents	_____	_____	_____

Name _____ Date _____

AGREE OR DISAGREE

Instructions: Mark "Agree" or "Disagree" and briefly state why for each of the statements below.

	Agree	Disagree
1. How much a person earns tells how successful that person is. _____		
2. Work makes you responsible. _____		
3. To get ahead on a job, it's not *what* you know, it's *whom* you know. _____		
4. You owe it to society to work. _____		
5. Men should always be hired and promoted first, then women. _____		
6. You shouldn't do any job unless you get paid. _____		
7. Work is separated from and has nothing to do with your lifestyle. _____		
8. If you get fired, it's your fault. _____		
9. How you feel about yourself has nothing to do with how well you do a job. _____		
10. The only way you know if you did a good job is by your boss saying so. _____		
11. Women should not be paid as much as men, even they are doing the same job. _____		

PERSONALITY MOSAIC

Instructions: Circle the numbers of statements that clearly sound like something you might say or do or think—something that feels like you.

1. It is important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I need clear directions so I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours in thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I spend time finding ways to help people through personal crisis.
11. I enjoy competing.
12. I spend time getting carefully organized before I start a project.
13. I enjoy making things with my hands.
14. It is satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being careful about all the details of my work.
19. I do not mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. I would rather be safe than adventurous in making decisions.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.

28. I like to help people develop their talents and abilities.
29. I like to have people rely on me to get the job done.
30. I usually prepare carefully ahead of time if I have to handle a new situation.
31. I would rather be on my own doing practical, hands-on activities.
32. I am eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I will keep trying to resolve it peacefully.
35. To be successful, it is important to aim high.
36. I do not like to have responsibility for big decisions.
37. I say what is on my mind and do not beat around the bush.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. I often solve my personal problems by talking them out with someone.
41. I get projects started and let others take care of details.
42. Being on time is very important to me.
43. It is invigorating to do things outdoors.
44. I keep asking "why?"
45. I like my work to be an expression of my moods and feelings.
46. I like to help people find ways to care more for each other.
47. It is exciting to take part in important decisions.
48. I usually have things around me in order.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close personal relationships are important to me.
53. Promotion and advancement are important to me.
54. I feel more secure when my day is well planned.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays and good films.
58. I can deal with and understand people who express strong feelings.

59. It is exciting to influence people.
60. When I say I will do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I would like to learn all there is to know about subjects that interest me.
63. I do not want to be like everyone else; I like to do things differently.
64. When people have a problem, I go out of my way to be flexible and caring.
65. I am willing to take some risks to get ahead.
66. I feel more secure when I follow rules.
67. The first thing I look for in a car is a well-built engine.
68. I like a conversation to be intellectually stimulating.
69. When I am creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It is fun to get ideas across to people.
72. I am very good about checking details.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I like to be very careful about spending money.
79. Sports are important in building strong bodies.
80. I have always been curious about the way nature works.
81. It is fun to be in a mood or try to do something unusual.
82. I am a good listener when people talk about personal problems.
83. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
84. I need to know exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I think things out logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. It is very satisfying to do a task carefully and completely.

Name _____ Date _____

PERSONALITY MOSAIC

Scoring your answers:
To score, circle the numbers that you circles on the Personality Mosaic.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Count the number of circles in each column and write the totals in the spaces below.

R _____ I _____ A _____ S _____ E _____ C _____

List the letters R, I, A, S, E, and C according to your scores, from highest to lowest:

1st _____ 4th _____

2nd _____ 5th _____

3rd _____ 6th _____

WHEEL OF OCCUPATIONAL THEMES*

R **REALISTIC** – People who have an athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.

I **INVESTIGATIVE** – People who like to observe, learn, investigate, analyze, evaluate, or solve problems.

A **ARTISTIC** – People who have artistic, innovative or intuitive abilities, and like to work in unstructured situations using their imaginations or creativity.

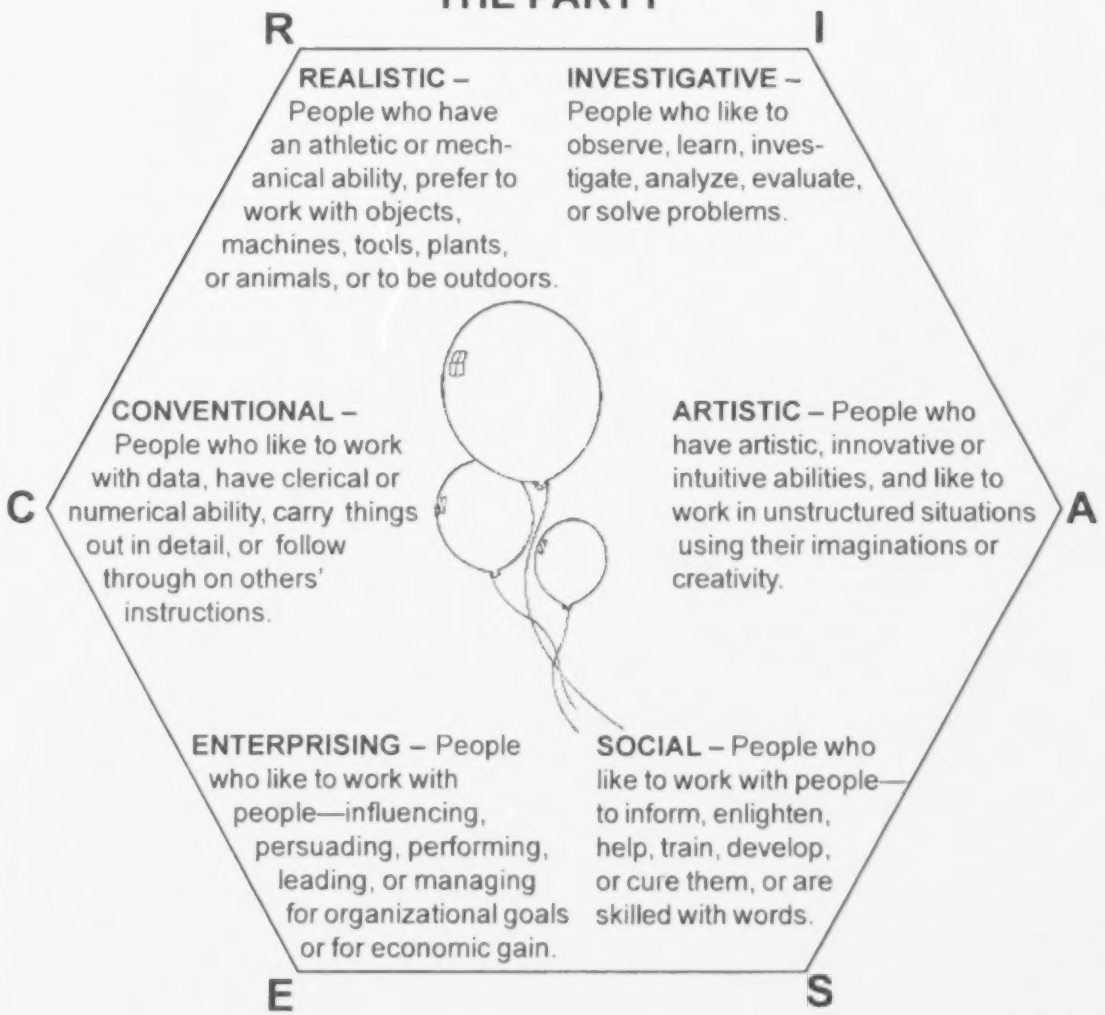
S **SOCIAL** – People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.

E **ENTERPRISING** – People who like to work with people—influencing, persuading, performing, leading, or managing for organizational goals or for economic gain.

C **CONVENTIONAL** – People who like to work with data, have clerical or numerical ability, carry things out in detail, or follow through on others' instructions.

* From *The Self-Directed Search (A Guide to Educational and Vocational Planning)*, John L. Holland, Consulting Psychologists Press.

THE PARTY


R
I
REALISTIC – People who have an athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.
INVESTIGATIVE – People who like to observe, learn, investigate, analyze, evaluate, or solve problems.
C
CONVENTIONAL – People who like to work with data, have clerical or numerical ability, carry things out in detail, or follow through on others' instructions.
ARTISTIC – People who have artistic, innovative or intuitive abilities, and like to work in unstructured situations using their imaginations or creativity.
A
ENTERPRISING – People who like to work with people—influencing, persuading, performing, leading, or managing for organizational goals or for economic gain.
SOCIAL – People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
E
S

1

Which corner of the room would you instinctively be drawn to, as the group of people you would most enjoy being with for the longest time? (Leave aside any questions of shyness, or whether you would have to talk with them.) Write the letter for that corner here: ___

2

After fifteen minutes, everyone in the corner you have chosen leaves for another party across town, except you. Of the groups that still remain now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner here: ___

3

After fifteen minutes this group too leaves for another party, except you. Of the corners and groups which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner here: ___

STUDENT RESUME

Name _____

Street Address _____

City, State, Zip _____

Telephone ( ) _____

Grade _____ Grade Point Average _____

Academic Awards and Honors

Non-Academic Awards and Honors

Extracurricular Activities - School Related

Extracurricular Activities - Non-School Related

Summer Programs/Enrichment Experiences

Service and Volunteer Activities

Paid Work Experience

Hobbies

Travel

Other

(Include any information that you feel is important for your reader to know: obstacles you have had to overcome, events that have had a marked impact on your life, special experiences not included under the above headings.)

Name _____ Date _____

MATH ON THE JOB

Students: Please ask these questions of the adult you are with and fill in this questionnaire during Job Visitation Day. Be sure to bring it with you to math class the next day. It will be counted as a required daily assignment.

1. What is the job title? _____

2. What kinds of math are used on this job? _____
   _____
   _____

3. What is the highest level math course that you have taken? _____
   _____
   _____

4. Do you use any calculators, computers, or other math aids on this job? If so, what are they? _____
   _____
   _____

5. What math would you advise me to take in high school to prepare for this kind of job in my future? _____
   _____
   _____

Visitation Supervisor's Signature: _____

SAMPLE LETTER - JOB VISITATION DAY

___(Date)___

Dear Parents and Students:

Each year students enrolled in eighth grade look forward to Job Visitation Day. This event is part of the Career Education Program at __(school name)__.

Some other career education activities in which your eighth grader has participated or will participate as a result of this program are: a visit to the Career Center, subject matter lessons related to jobs, and hearing citizens from the community speak about their jobs. A computer-assisted occupational survey entitled "Quest", available through the Alaska State Information System (AKSIS), is administered to each eighth grade student. Currently, students are given the opportunity to explore high school courses and develop a tentative four-year high school study program.

We now hope to enlist your support. We would like your student to spend a full working day on the job with one of his/her parents. It is felt that this day could be valuable in acquainting the student with daily work routines, special skills required in a particular job area, and use of information learned in school for earning a wage, as well as definite knowledge of a parent's work. Job Visitation Day has been set for __(date)___.

If circumstances are such that the student cannot accompany a parent or is already familiar with the parent's work, the family is free to choose a friend or relative who is willing to host the student for the day.

Participants will be committing themselves to certain responsibilities. The school's responsibilities are to acquaint the parents, students and teachers with the purpose of Visitation Day and to provide forms for written evaluation of the day's activities. The responsibilities of the parents are to make any necessary arrangements at the job site and to provide supervision and transportation of the student.

While it is hoped that we can have 100 percent participation, it is not required that students take part in the job visitation. Those choosing to remain at school may do so. Classes will be held for the students remaining at school.

Those students wishing to visit a job on __(date)__ must have fully completed and returned the attached form to the counseling office by __(date)___ . Lists of participating students will be distributed to teachers so that these students are not marked absent from school. If you have any further questions, please call me at ____-_____.

Sincerely,

STUDENT'S ACCOUNT OF JOB VISITATION

Student's Name _____

Title of Occupation Observed _____

1. Into which of the 13 occupational clusters does the job you are observing fit?

___ Business and Office
___ Communications and Media
___ Consumer and Homemaking
___ Construction
___ Fine Arts and Humanities
___ Health Occupations
___ Hospitality and Tourism
___ Manufacturing
___ Marketing and Distribution
___ Natural Resources
___ Personal Services
___ Public Services
___ Transportation

2. What are the main duties of this job?

_____

_____

3. What type of training or education is required to do this job?

_____

_____

4. Is there a place in Alaska where you can get the training or education needed to do this job? _____ If so, where? _____
If not, where must you go for training? _____

_____

_____

5. What courses in middle/junior high school would help you to prepare for this job?

_____

_____

6. What are some of the advantages of this type of work? _____

_____

_____

7. What are some of the disadvantages of this type of work? _____
_____
_____

8. What kind of personality is helpful in doing this job well? _____
_____
_____

9. How much money can be made doing this job?
Starting pay _____ Maximum pay _____

10. How many hours would you work at this job on the average?
Each day _____ Each week _____
Would you ever have to work overtime? _____
Would you ever have to take extra work home? _____
Would you get extra pay for overtime or work done at home? _____

11. Is the work seasonal? (Would you be laid off sometime during the year?) _____
Comments: _____
_____

12. Can this job lead to more advanced or more responsible jobs? _____
Comments: _____
_____

13. Do you need a license or certificate to do this kind of work? _____
If so, what type? _____
_____

14. Are you required or expected to belong to a union or professional association to do this work? _____ If so, which one? _____

15. Are special tools, uniforms, or other kinds of equipment needed to do this job?
If so, who provides them? _____

16. Check the fringe benefits that workers at these jobs receive:

___ Vacation Length of vacation _____

___ Retirement Plan ___ Personal Leave

___ Sick Leave ___ Life Insurance

___ Health Insurance ___ Aid in getting additional training or education

17. How would someone go about applying for this job? _____

_____

_____

_____

18. What opportunities are available in Alaska for this kind of work? _____

_____

_____

_____

19. Are you interested in doing this kind of work? _____ Why or why not?

_____

_____

_____

_____

_____

20. Did anything exciting, unusual, or humorous happen during your visit? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SUGGESTIONS FOR A CAREER DAY

Procedures

1. Survey each 8th grade student in November. Ask each to choose three careers he/she is interested in.

2. Tally the choices. Any field which has three or more responses will be included or incorporated.

3. Contact possible speakers (takes approximately two months).

4. Ask speaker to be prepared to talk five minutes on:
   a. education needed
   b. job description
   c. typical day
   d. salary range
   e. advantages, disadvantages and helpful hints

5. Speakers grouped into vocational clusters, four to five speakers to each cluster, located in different stations throughout the school. Examples:
   Business and Office
   Sports and Recreation
   Environmental
   Transportation
   Communications
   Public Services
   Construction

6. Make sure the speakers have been sent the worksheet questionnaire.

7. Assemble and show 8th graders which careers are to be represented. Each student should choose two areas toattend.

8. Every 30 minutes the students rotate stations. They will be able to hear and talk with 8-10 people. Representatives could be invited to eat with them.

9. The art department could make backdrops for each job cluster.

10. Student council representatives could be used as emcees of each panel (trained beforehand).

11. Maps of where each station will be and arrows pointing direction will be available.

12. Use name tags for all panelists and student helpers.

13. Thank you letters to be handwritten afterwards.

14. Small appreciative tokens can be given to each visitor.

15. Happy grams can be sent to student helpers.

Helpful Hints:

1. Explanatory letters should be sent to speakers to confirm their acceptance.
2. Send reminder postcards the week prior to Career Day.
3. Have ample refreshments for visitors and allow a few minutes for them to socialize with each other.
4. Have student guides and greeters posted throughout school and parking lot.
5. Make posters to promote interest.
6. Keep a list of participants for future reference.
7. Utilize the vocational department for assistance and guidance.
8. Send invitations to news media, local officials, and community members.
9. Allow time for representatives to visit other groups or look around the school.
10. Invite representatives for lunch and notify the cafeteria.
11. Plan to set up stations the afternoon before.
12. Do not plan to "tie up" professionals for more than half a day.
13. Let all grades know visitors will be at school.
14. Keep one person with refreshments all day.
15. Don't forget to take pictures.

CAREER FAIR WORKSHEET

Your Name _____ Teacher _____

Occupation Observed _____

Speaker's Name _____

1. What are some of the responsibilities of the job? _____

_____

_____

_____

2. What are some of the daily activities of the job? _____

_____

_____

_____

_____

3. What are some positive aspects of the job? _____

_____

_____

4. What are some negative aspects of the job? _____

_____

_____

5. Why did the person you listened to choose this job? _____

_____

_____

_____

6. What kinds of training and preparation were necessary? _____

_____

_____

_____

_____

CAREER GUEST SPEAKER AND INFORMATION

Speaker's Name _____ Date _____

1. What is the name of this career? _____

2. What Pathway is it from? _____

3. What does a person do in this career? _____

   _____

   _____

4. What kind of training does a person need for this career? _____

   _____

   _____

5. What does the person like about the career? _____

   _____

6. What does the person not like about the career? _____

   _____

7. What employability skills are used on the job? _____

   _____

8. Are you interested in this career? Why or why not? _____

   _____

JOB APPLICATION FORM

Name _____
Last *First* *Middle*

Address _____
Street *City* *State* *Zip*

Phone number _____

Person to call in case of emergency _____
Name *Phone number*

I am applying for the job of _____

I can do the job because my qualifications are: _____

_____

_____

I have had these jobs at school: _____

_____

_____

I have had these jobs in my neighborhood: _____

_____

_____

References:

(List below the names and addresses of two adults.)

Name *Address*

1. _____

2. _____

JOB APPLICATION FORM

(continued)

(List below the names and addresses of two students.)

Name *Address*

1. _____

2. _____

Hours I can work:

Monday _____ Friday _____

Tuesday _____ Saturday _____

Wednesday _____ Sunday _____

Thursday _____

Signature _____ Date _____

Name _____ Date _____

READING THE CLASSIFIEDS

What do these abbreviations mean?

P/T _____ exp. _____

F/T _____ DOE _____

wpm _____ EOE _____

Find jobs that meet the guideline:

A job working with the public

A job you can do at home

A job that pays more than $5.00 an hour

A job that pays by the month

A job that requires college

A job that requires a certificate

A job with good health benefits

A job with evening hours

A job that is temporary

A job I would really like to have

PERSONAL/SOCIAL DEVELOPMENT

The purpose of the Personal and Social Development Curriculum is to assist all students in developing competencies to successfully and safely negotiate their way in the increasingly complex and diverse world of the 21st Century. This curriculum area, based on the materials of the American School Counselor Association, includes:

1. Respect for Self and Others
2. Goal Setting/Goal Attainment Skills
3. Survival and Safety Skills

Personal/Social Development Curriculum areas:

1. Respect for Self and Others

- Knowledge of self
- Recognize self worth
- Understand change
- Identify and express feelings
- Recognize personal strengths and assets
- Respect individual differences
- Communicate effectively
- Develop and maintain healthy relationships
- Recognize that everyone has rights and responsibilities

2. Goal Setting/Goal Attainment Skills

- Use a decision making/problem solving process
- Know when, where and how to seek help
- Understand consequences of choices
- Identify short- and long-term goals
- Develop action plans to achieve goals
- Recognize impact of peer pressure
- Learn to persist and persevere to achieve goals

3. Survival and Safety Skills

- Demonstrate knowledge of personal and emergency information
- Know how to access local support resources
- Understand the purpose of rules and laws to protect individual rights
- Learn the difference between appropriate and inappropriate touching and behaviors
- Understand and be able to set personal boundaries
- Recognize situations that require peer, adult or professional help
- Learn to cope with and manage stress and conflict
- Learn to cope with peer pressure
- Learn about the emotional and physical dangers of substance use and abuse

Name _____ Date _____

LIKING MYSELF FROM . . .

A _____ N _____

B _____ O _____

C _____ P _____

D _____ Q _____

E _____ R _____

F _____ S _____

G _____ T _____

H _____ U _____

I _____ V _____

J _____ W _____

K _____ X _____

L _____ Y _____

M _____ Z _____

Name _____ Date _____

SELF-DISCOVERY INTERVIEW

Ask your partner the following questions:

1. What is something that you can do that not everybody else can do?
2. What is a family tradition that you enjoy?
3. What was something dangerous or scary that you risked doing anyway?
4. What would you like to be doing ten years from now?
5. What is the most interesting place you have ever been?
6. What is your favorite movie?
7. Who is your favorite musician or musical group?
8. What is your favorite book?
9. If you had your own car, where would you go?
10. If you had a million dollars, what would you do with it?
11. What TV character is most like you? Why?
12. What was one really fun thing you did this summer?
13. What subject do you like best? Which do you like least?
14. What sport do you play best? Which do you like least?
15. If you were an animal, what kind would you like to be? Why?

Name _____ Date _____

ALL ABOUT ME

1. I remember the time I was a winner . . .

2. The greatest reward I've ever received was when . . .

3. The best relationship I still have is . . .

4. My parent is always bragging about my ability to . . .

5. My favorite teacher likes me because . . .

6. It felt really good when I helped . . .

7. The most difficult thing I ever accomplished was . . .

8. My best friend tells me s/he likes my . . .

9. The biggest prize I ever received was for . . .

10. I really do like my ability to . . .

11. One thing I would never want to change about my personality is . . .

12. People love it when I . . .

Name _____ Date _____

PERSONAL COAT OF ARMS

1. *Draw two things that you do well or that make you happy.*

2. *Draw your psychological home or the place where you feel good.*

3. *Draw your greatest success in life.*

4. *Draw the three people most influential in your life.*

5. *Draw what you would do with one year left to live.*

6. *Write the three words you would like said about you.*

Name _____ Date _____

GETTING TO KNOW MYSELF

My Social Self

I like:

___ most people
___ many people
___ some people
___ a few people
___ nobody

I have:

___ many close friends
___ some close friends
___ a few close friends
___ no close friends

My friends think I am:

___ generous
___ thoughtful
___ hostile
___ angry
___ mean
___ pleasant, kind
___ undependable

I get along best with:

___ my own age group
___ people younger than I
___ people older than I
___ adults

My Emotional Self

Most days I feel:

___ bright and happy
___ sad and gloomy
___ neutral
___ excited
___ dull

I think I am most usually:

___ happy, pleasant
___ hostile, angry
___ kind, thoughtful
___ mean
___ silly
___ cooperative
___ irresponsible
___ humorous
___ friendly
___ dependable
___ polite

Name _____ Date _____

GETTING TO KNOW MYSELF

	Never	Hardly ever	Sometimes	Most of the time	Always
Example: I like to choose my own clothes					
You always like to choose your own clothes.	1	2	3	4	(5)
1. I feel good about myself.	1	2	3	4	5
2. I understand my feelings.	1	2	3	4	5
3. I know what others think of me.	1	2	3	4	5
4. I am a good student.	1	2	3	4	5
5. My teachers seem to like me.	1	2	3	4	5
6. My parents are pleased with how I am doing in school.	1	2	3	4	5
7. Other kids want me to be their friend.	1	2	3	4	5
8. I feel as though I fit in at school.	1	2	3	4	5
9. I feel as though I am a successful person so far in my life.	1	2	3	4	5
10. I believe I have a good future ahead of me.	1	2	3	4	5

Name _____ Date _____

GETTING TO KNOW MYSELF

Instructions: Complete the following statements by writing the first thing that comes to your mind. When you are done, read them over and think about what these might tell you about yourself.

1. I like myself most when _____
   _____
2. I like myself least when _____
   _____
3. I feel disappointed when _____
   _____
4. People think I am _____
   _____
5. One negative trait about myself is _____
   _____
6. One positive trait about myself is _____
   _____
7. I lose track of time whenever I am _____
   _____
8. If I could be any person in history, I would be _____
   _____
9. When I dream about my future, I see myself _____
   _____
10. If I could change one thing about the world, it would be _____
    _____
11. I wish I had a job doing _____
    _____

Name _____ Date _____

STRESSORS RATING SCALE

Circle the number that shows how much stress each of the following people, places, or events causes you.

	No stress	Slight amount of stress	Moderate amount of stress	A lot of stress	Extremely high stress
School Stressors					
1. A particular teacher	1	2	3	4	5
2. Principal	1	2	3	4	5
3. Bully	1	2	3	4	5
4. A certain school subject	1	2	3	4	5
5. Feeling less smart than others	1	2	3	4	5
6. Worry about failing	1	2	3	4	5
7. Fear of not getting selected for a team, cheerleading, or other group.	1	2	3	4	5
8. Fear of being put down	1	2	3	4	5
9. Fear of not living up to parents' or teachers' expectations.	1	2	3	4	5
Home stressors					
1. Family members hurting me	1	2	3	4	5
2. Not having enough clothes or other supplies	1	2	3	4	5
3. Not getting enough attention	1	2	3	4	5
4. Having so little supervision that it is easy to get in trouble	1	2	3	4	5
5. Not getting enough affection and love	1	2	3	4	5
6. Fighting between parents	1	2	3	4	5
7. Fighting with parents	1	2	3	4	5
8. Illness of a family member or self	1	2	3	4	5
9. Having to move	1	2	3	4	5
10. Fear of a family member dying	1	2	3	4	5

Name _____ Date _____

STRESSORS RATING SCALE

(continued)

	No stress	Slight amount of stress	Moderate amount of stress	A lot of stress	Extremely high stress
Friendship Stressors					
1. Losing a friend	1	2	3	4	5
2. Not having enough friends	1	2	3	4	5
3. Having a friend reject me	1	2	3	4	5
4. Having a friend lie to me	1	2	3	4	5
5. Having a friend talk about me behind my back	1	2	3	4	5
6. Feeling unaccepted or disliked	1	2	3	4	5
7. Feeling left out	1	2	3	4	5
8. Having a friend my parents dislike or disapprove of	1	2	3	4	5
9. Worrying about not having a boyfriend or girlfriend	1	2	3	4	5
10. Not knowing how to make friends	1	2	3	4	5
11. Not knowing how to deal with situations involving friends	1	2	3	4	5
12. Not knowing how to stand up for my rights	1	2	3	4	5
13. Feeling unattractive	1	2	3	4	5

ROLES QUESTIONNAIRE

Instructions: Circle the number that best represents how you see yourself in the following roles. Numbers 1 and 2 mean you see yourself as being more like the word on the left. Numbers 4 and 5 mean you see yourself as being more like the word on the right. Number 3 means you see yourself as being in the middle.

How I feel about myself as a learner

unsuccessful	1	2	3	4	5	successful
unsatisfied	1	2	3	4	5	satisfied
shaky	1	2	3	4	5	sure
worse than others	1	2	3	4	5	better than others
bored	1	2	3	4	5	stimulated
aggravated with school	1	2	3	4	5	satisfied with school
poor study skills	1	2	3	4	5	good study skills
weak test taker	1	2	3	4	5	strong test taker
disliked by teachers	1	2	3	4	5	liked by teachers
angry with school	1	2	3	4	5	happy with school

How I feel about myself as a friend

insecure	1	2	3	4	5	secure
criticized	1	2	3	4	5	accepted
ignored	1	2	3	4	5	wanted
powerless	1	2	3	4	5	strong
friendless	1	2	3	4	5	many friends
inferior	1	2	3	4	5	superior
poor friendship skills	1	2	3	4	5	good friendship skills
despised	1	2	3	4	5	loved
unpopular	1	2	3	4	5	popular
ashamed	1	2	3	4	5	proud

TALENT SUMMARY

	NAME:	NAME:	NAME:
1. Positive things about this person. (30 seconds)			
2. One of his/her meaningful accomplishments. (1 minute)			
3. Positive highlights of his/her life. (2 minutes)			

Instructions: Groups of four—one person is "it" and must be silent. "It" speaks 60 seconds on a topic about self. Others take notes then respond to "it" with what they have heard while "it" listens. Others speak 60 seconds on a topic.

12 Square Game Key

1. This represents your self-image.
2. Home symbol–figures or drawings within the box represent activities within the home; those outside the box represent activities outside the home.
3. Friendship–within the lines are close friends; outside are acquaintances.
4. Attitudes towards sex–if the lines are used as a solid shape it indicates a wholesome attitude towards sex. Anything else you will have to interpret for yourself.
5. Confidence–drawings above the line represent confidence, those below the line, insecurity. Movement shows much self-confidence.
6. Main interest in life.
7. Maturity–if the circles are open you are mature, if closed you need security or parental approval.
8. Competition–tic-tac-toe players are competitive, others are not. If you win by cheating you are very competitive.
9. Aspirations–an arrow headed towards the target shows ambition.
10. Discipline–ability to accept this form shows discipline.
11. Social adaptability–the acceptance of this shape shows the ability to function within the limitations of our society.
12. Imagination–using this symbol shows imagination. If you draw lines through it or can't think what to do with it you are unimaginative.

Notes pertaining to all 12 squares as a whole:

- A person who draws people, identifies with people, and makes friends and enemies is social.
- Anyone who slips through the test without really getting with it is secretive–usually kind-hearted but ashamed of it–and hides anxieties and insecurities with bravado.
- If you use actual words or write titles you are intellectual, can think abstractly, and like to attract attention to yourself.
- Drawing outside the squares shows a rebellious nature, the extent of the rebellion being gauged by the extent to which your drawings overrun the outside lines of the squares.
- Small, detailed drawings show capacity for small, detailed work, perfectionism, and perseverance.
- Perspective shows the ability to plan ahead and carry out ideas to completion. These people usually wind up as bosses.

(Squares on next page)

1
2
3
4
5
6
7
8
9
10
11
12

SUPER PERSON

My Own Strengths

Personality	Talents	Skills
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

SELF-ESTEEM

Low/Weak → → → → → → → → → → → → → → → High/Strong

Internal Source

Unique Talents Package

Positive Focus

Personal Integrity

Humanness

TEAM BUILDING GAMES

Team Building Game: Paper Stand

Divide class into groups of 6 older students or 8 younger students. Lay a piece of easel paper or any other large sheet of paper on the floor. Each group steps on the paper so that all students are somehow on the paper at the same time for 5 seconds.

- Debrief "How did you do this?"
  - Fold paper in half and repeat the exercise.
- Debrief
  - Fold paper in half and repeat the exercise
- Debrief
  - Continue folding paper smaller

Students must work as a team to stay on the paper. Students are allowed to climb on each others' shoulders or find other creative ways to be connected to someone who's touching the paper, but they must discover these techniques through the group problem solving process. The group that remains on the smallest sheet of paper for 5 seconds wins!

Team Building Game: Knots

Divide class into even groups of 8 or 10. Students get into a circle. They extend their right arms and take the hand of a student across the circle. Students then extend their left arms and take the left hand of a different person. Students may not hold the hand of someone next to them. The goal is to undo the "Knot" that has been created. Students are not allowed to let go of each others' hands. (Increase difficulty by using odd number of students.)

IT'S COOL TO BE SQUARE

Time: 20 minutes

Ability Level: Grades 6 and up

Materials: Envelopes (one for each team of four) containing geometric pieces for four squares
(See templates for pieces on following pages.)

Procedures:

1. Arrange students into teams of four. Make sure each team has a tabletop or other large working space.

2. Give one envelope of geometric pieces to each team and ask the team members to deal the pieces out to each other. The pieces may not come out evenly.

3. Tell the teams that their task is to use the pieces to create four squares, one in front of each team member.

4. Give the teams the following rules:

    - There is to be no communication (no speaking, pointing, writing messages, etc.) among team members.
    - A team member may GIVE pieces to another team member, but may NOT TAKE pieces from someone else.
    - Pieces may not be placed in the center of the table for other team members to take.
    - All of the pieces must be used.
    - There are to be four completed squares at the end of the activity.

5. Allow about ten minutes for the teams to work on the task.

6. After 10 minutes (or if all of the teams have completed their squares), call time and ask the teams to stop.

7. Allow the teams to walk around the room and examine the work of the other teams.

8. Lead a class discussion on the process. What happened on each team that helped or hindered achieving their goal? What had to happen to have the process work successfully?

IT'S COOL TO BE SQUARE

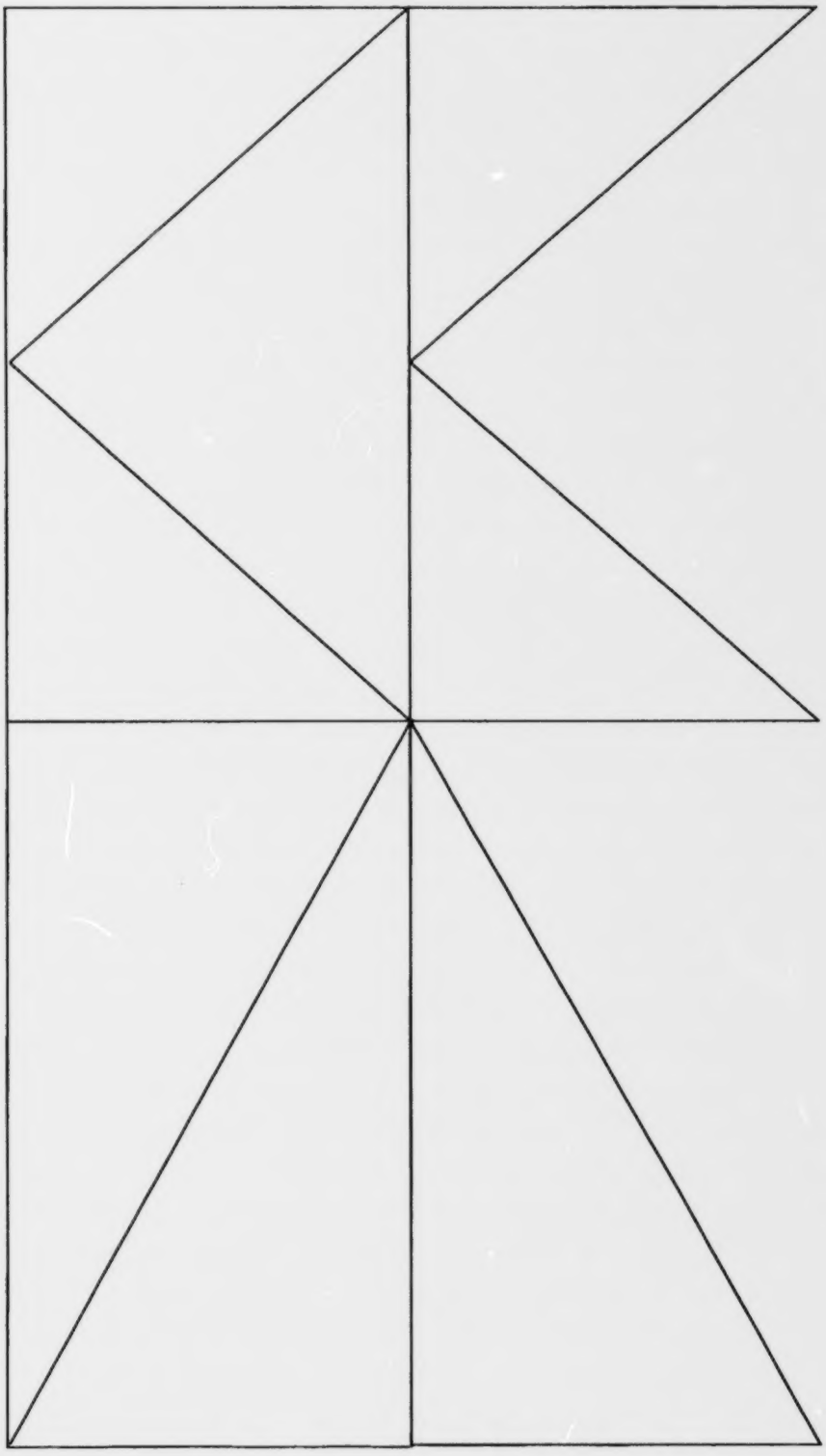
(continued)

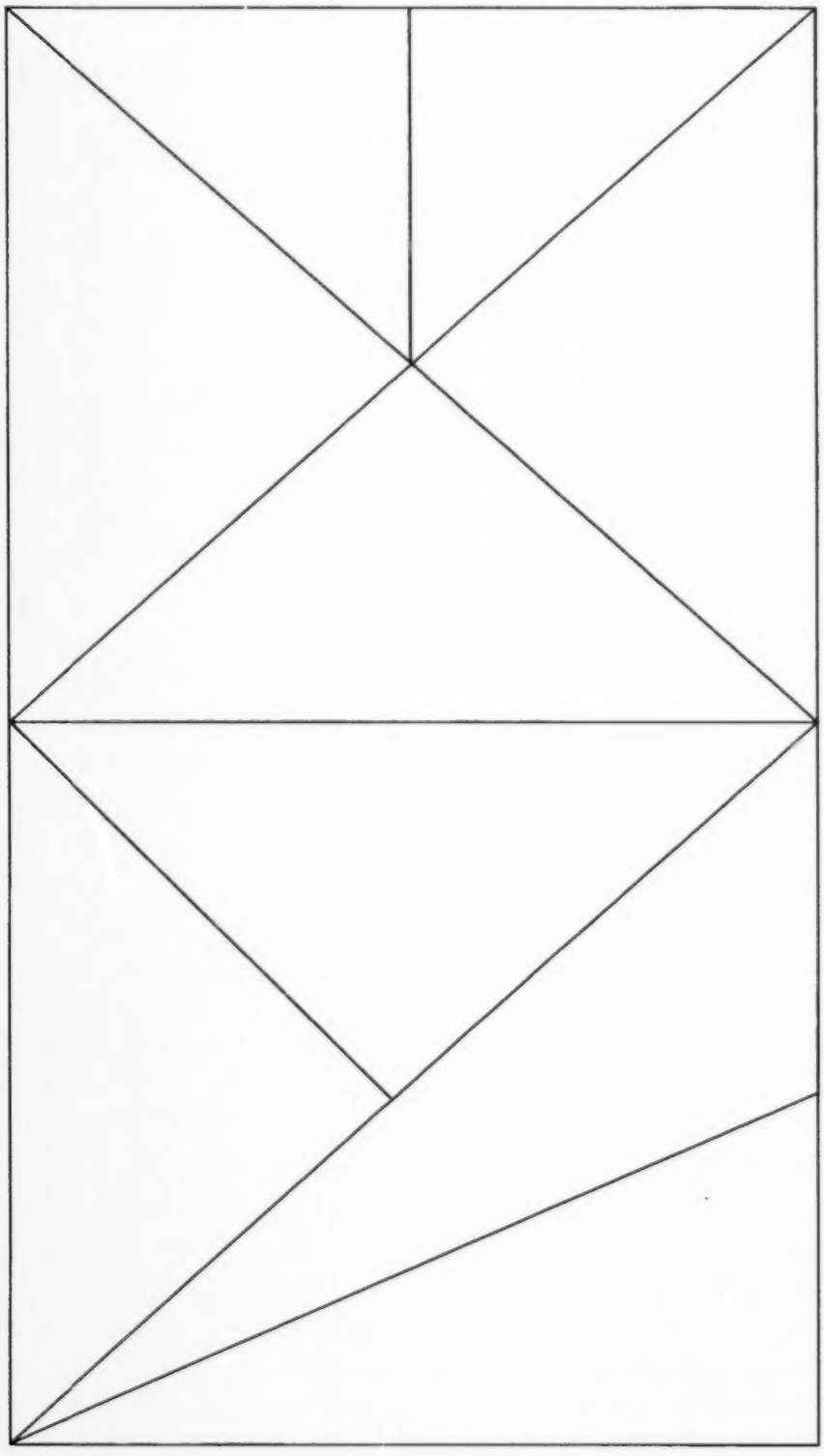
Comments:

In order for this to work, each team member has to focus on the larger goal of creating FOUR squares, not just the one before him or her. Each team member needs to give away pieces, even though he or she may already have created a square, in order to achieve the group goal. Teamwork and the spirit of team cooperation are essential if the task is to be accomplished.

If your class size does not subdivide evenly into teams of four, add or delete geometric pieces for one more or one fewer square. The envelope should contain geometric pieces for one square per team member.

The importance of communication is accentuated by this activity. Frustrated by being unable to communicate, some teams will undoubtedly violate the non-communication guideline.





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USING THE INTERNET AS A RESOURCE

The Internet is a very important tool for Alaskan counselors. It can provide a tremendous amount of information in a minimum amount of time. Counselors, especially itinerants, can find information on areas related to counseling issues and curriculum as well as provide networking opportunities with other counselors.

Selected Internet resources that may be of interest are listed below:

American School Counselor Association
www.schoolcounselor.org

Alaska School Counselor Association
www.alaska.net/~aksca

Department of Education & Early Development
www.eed.state.ak.us

U.S. Department of Education
www.ed.gov

Counselors can also use the Internet to assist students with career research and postsecondary planning. Major tools such as the Alaska Career Information System (AKCIS) and Bridges (a comprehensive career research program) are also available on the Web.

Things to consider when using the Internet with students:

- Carefully consider the capacity of your technology when planning classroom activities. Don't overload your system and have students with a lot of "down time."
- Consider including an Internet safety component as a part of your personal/social curricular activities.
- Any web site that is recommended or used should be previewed by the counselor for its appropriateness.
- Web sites are not regulated for accuracy of their content. Information that is accessible over the Internet may or may not be reliable or accurate. Help students acquire strategies for accessing the value of a site.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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